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ABSTRACT

Data collection instruments used in the first phase of a two phase longitudinal impact study of the Sixth Cycle Teacher Corps program are contained in this volume. The object of Phase 1 was to determine the relationship of intern background and Teacher Corps Program characteristics to intern exit characteristics. After a brief introduction, short descriptions of the intern background, program variables, exit variables, and institutional change instruments are presented. The remaining two sections of the volume are devoted to chronological presentation of the instruments themselves--the first part devoted to instruments used during the fall of 1972 and the second part to instruments used during the spring of 1973. Instruments used during 1972 obtained data on intern characteristics and program dimensions. Information about program variables, intern exit characteristics, and the impact of the Teacher Corps Program on its supporting Institution of Higher Education was collected during the spring of 1973. (HMD)

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A STUDY OF TEACHER TRAINING AT SIXTH-CYCLE TEACHER CORPS PROJECTS

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VOLUME II
INSTRUMENTS
PART 1

This Volume was published before the
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CRI CONTEMPORARY RESEARCH INCORPORATED

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A STUDY OF TEACHER TRAINING AT SIXTH-CYCLE TEACHER CORPS PROJECTS

VOLUME II
INSTRUMENTS

PART 1

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OCTOBER 1973

PREPARED FOR
THE OFFICE OF PLANNING, BUDGET, AND EVALUATION
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CONTENTS

VOLUME II. INSTRUMENTS

Page

I. INTRODUCTION I-1

II. DESCRIPTION OF INSTRUMENTS II-1

A. Data Collection Instruments: Fall, 1972 . . . . II-1

B. Program Variables Instruments: Spring, 1973 . . . II-2

C. Exit Variables Instruments: Spring, 1973. . . . . . II-5

D. Institutional Change Instrument: Spring, 1973. . . . II-8

III. FALL 1972 INSTRUMENTS III-1

Intern Questionnaire III-1

Project Director Interview Guide III-11

Discussion Guide for Group Discussion Leader--Form K III-75

IV. SPRING 1973 INSTRUMENTS IV-1

Program Variables Instruments IV-1

Project Director Questionnaire. IV-1

Project Director Interview Schedule IV-35

Program Development Specialist Questionnaire . . . IV-39

Program Development Specialist Interview Schedule IV-61

Team Leader Questionnaire IV-67

Team Leader Interview Schedule. IV-99

Intern Questionnaire I. IV-103

Community Coordinator Questionnaire IV-129

Community Coordinator Interview Schedule. IV-145

LEA Coordinator Questionnaire IV-149

LEA Coordinator Interview Schedule IV-163

Cooperating Teacher Questionnaire IV-167

Cooperating Teacher Interview Schedule. IV-181

Principal Cooperating School Questionnaire IV-185

Principal Cooperating School Interview Schedule . . IV-199

CONTENTS (Continued)

VOLUME II. INSTRUMENTS

Page

Program Variables Instruments (Continued)

Superintendent of Schools Questionnaire IV-203

Superintendent of Schools Interview Schedule. IV-207

University Instructor Questionnaire. IV-211

Exit Variables Instruments

Dean, School of Education Questionnaire IV-227

Intern Questionnaire II IV-243

Direct Classroom Observation Guide IV-259

Team Leader Questionnaire II IV-267

Intern Activity Log IV-277

Intern Reconstruction Interview Schedule IV-281

Institutional Change Instrument

Institutional Change Interview Project Director Form IV-297

I. INTRODUCTION

The purpose of Phase I of the study was to identify intern background characteristics and Teacher Corps program characteristics that correlated most highly with desired intern exit characteristics. A secondary focus of the study was the question of the impact of Teacher Corps upon the regular teacher education program.

The information about intern background characteristics (sex, ethnic group, experience working with children, etc.) was collected during October and November 1972. The instrument used for that purpose was the Teacher Corps Intern Questionnaire (instruments, Fall, 1972). An exploratory examination of program characteristics was also made at that time for the purpose of revising specific variables. This was accomplished with the use of two instruments: the Project Director Interview Guide and the Group Discussion Guide (instruments, Fall, 1972).

During the Spring Collection the concentration was on Teacher Corps program characteristics and intern exit characteristics. The specific program characteristics studied were based upon and developed from the set of 14 Categories of Program Variables (see Volume I for complete list) and included such variables as the characteristics of the cooperating institutions of higher education and local school districts in which the projects are located; the orientation of the project staff; the nature of interns' academic, community, and field-based experiences, as well as the nature of decision-making and evaluative mechanisms within projects. The instruments used can be found in the Program Variable Instruments section. The specific intern exit characteristics studied were the teaching skills, attitudes and knowledge base that projects believe facilitate the learning and growth of minority-group and low-income elementary school children. The instruments used to obtain these data are found in the section called Exit Variables Instruments.

Institutional change in the cooperating IHE was also a part of the Spring data collection. The elements of competency-based teacher education[1] which projects helped to introduce or expand in the regular teacher training program were studied as factors reflecting impact upon the cooperating institution of higher education. The interview used for this purpose is found in the section called Institutional Change.

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[1] For a definition, see Volume I, Chapter I.

The instruments contained in this volume are those used during the two data collection efforts this past year. These are measures of Teacher Corps program characteristics, intern background and exit characteristics, as well as measures of the impact that the Teacher Corps project has had on the regular teacher training program of the cooperating institutions of higher education (IHE). Although for data collection purposes, the instruments were printed on one side of the page only, we have presented them here printed on both sides to cut down the number of pages in this volume.

II. DESCRIPTION OF INSTRUMENTS

The instruments used in Phase I of the study were, for the most part, a combination of questionnaires and interviews. The exceptions were a group discussion guide used during the Fall, two different observational instruments (the SRI Five-Minute Interaction, and Classroom Checklist Instrument, and the CRI Observation Guide) and a checklist rating scale used in the Spring (the Team Leader Rating of Intern).

The following is a description of each instrument developed by CRI for Phase I.

A. Data Collection Instruments: Fall, 1972

1. Intern Questionnaire

This is a short questionnaire aimed at gathering demographic information (e.g., age, sex, ethnic background, marital status, and socio-economic status), occupational and experiential information related to teaching, and educational background information about interns. It was also designed to elicit information about interns' reasons for joining the Teacher Corps project, probable occupation or endeavor had trainee not joined Teacher Corps, and the features of Teacher Corps that attracted the interns (as was currently perceived).

2. Project Director Interview Guide and the Group Discussion Guide

Both of these are focused discussion instruments that, employing basically the same questions, elicit information from first, the project director, and last, a group of staff and interns, about twelve program dimensions of Teacher Corps projects identified in advance by CRI staff. There was also a Group Discussion Guide used by the discussion recorder which was designed with added pages for writing notes. This instrument is a duplicate of the discussion leader's form and is therefore not included in this volume. Participants were given a courtesy sheet listing the topic areas to be discussed. These topic areas are found listed in the same manner on the discussion leader's form.

Some of the dimensions included in their statements are: the relationship of the Teacher Corps project to the institutions of higher education and to the local school district and school-based community; experience with competency-based teacher education; and the nature of the intern's experience in the cooperating schools.

B. Program Variables Instruments: Spring, 1973

1. Project Director Questionnaire and Interview Schedule

The questionnaire portion of this instrument asks the project director about the following: (1) the general characteristics of his project site, of the cooperating IHE and of the local school district in which his project operates, and (2) his perceptions as to project goals as well as data about his staff, the recruitment and selection of interns, elements of competency-based teacher education implemented in the program for interns, the degree of autonomy and stability of the project and its relationship with the community.

The interview portion of the instrument seeks to assess such variables as the nature of the competency-based teacher education program that was implemented at the site.

2. Program Development Specialist Questionnaire and Interview Schedule

The questionnaire portion of this instrument asks particularly about the development and presentation of coursework to project interns with emphasis on the implementation of competency-based teacher education. Items also include the amount of influence that various individuals and groups have had on project decisions.

The interview focuses on information about ongoing formal and informal evaluation of the project and the nature of the competency-based teacher education program that was implemented at the site.

3. Team Leader Questionnaire and Interview Schedule

The questionnaire portion of this instrument seeks information about the backgrounds and experiences of team leaders in the project, as well as about the training, both instructional, and practical, that interns receive in the program. In addition, information about the cooperating school setting in which the intern works and about the community component of the project is requested.

The interview seeks to find the team leader's definition of his role for interns and the ability of interns to bring change to the schools in which they work.

4. Intern Questionnaire I

This instrument seeks to assess the intern's general impressions and experiences within the project from initial contact, recruitment and selection, through academic coursework to field-based and community experiences. The instrument also elicits the intern's perceptions as to his ability to bring change to the public schools, as well as his impressions of the decision-making mechanisms within the project.

5. Community Coordinator Questionnaire and Interview Schedule

The questionnaire portion of this instrument asks about the recruitment and selection of interns, decision-making in the cooperating schools and particularly about the community experiences of the interns.

The interview focuses on the community coordinator's definition of his own role within the project and upon how the project has conceptualized the notion of "community."

6. LEA Coordinator Questionnaire and Interview Schedule

This questionnaire requests information about the degree of innovation in the cooperating schools as well as the kinds of decision-making processes that occur there.

The interview seeks to assess the LEA coordinator's initial involvement with Teacher Corps and his feelings about his role within the project.

7. Cooperating Teacher Questionnaire and Interview Guide

Items in the questionnaire include the cooperating teacher's experience with Teacher Corps interns; the training provided to cooperating teachers by the project; the impact of the project upon the

6

school; and the kinds of decision-making processes taking place in the cooperating school. The interview focuses upon the cooperating teacher's impressions of his role within the project and of the interns' ability to bring change to the public schools.

8. Principal Questionnaire and Interview Schedule

This instrument seeks information from the principals of cooperating schools about how these schools were chosen to participate in the Teacher Corps program; the kind of training the program provided for principals, and the characteristics of the cooperating school which the principal heads. The interview asks specifically about the results of the decision to be involved with the project, as well as the principal's impressions of the supportiveness of the school environment.

9. Superintendent of School's Questionnaire and Interview Schedule

This is a brief questionnaire directed at obtaining information such as: the number of students in the district, the annual per pupil expenditure for one district, and the percentage of pupils in the district that participate in Title I programs. The interview requests information about the hiring of Teacher Corps graduates in the district and the Superintendent's general impression of Teacher Corps interns.

10. University Instructor Questionnaire

Items on this questionnaire range from information about the background and experience of university instructors to the extent of implementation of competency-based teacher education within the instructional program: the instrument focuses especially upon data about training of interns through their university coursework and includes questions about decision-making processes within the project.

11. Dean, School of Education Questionnaire

This instrument seeks to find out about the orientation of the university's school of education, both with regard to faculty and to the regular teacher training programs. It particularly requests information about the low-income/minority group focus within the school of education courses. The instrument also includes items about the degree of cooperation between the Teacher Corps project and other school of education programs, and about the possible difficulties that were encountered due to differences between the other programs and the Teacher Corps project.

C. Exit Variables Instruments: Spring, 1973

1. Intern Questionnaire II

This questionnaire is divided into three portions, each independent of the other and each measuring a different set of exit variables. The portions are: a CRI Teacher-Locus-of-Control Form, a Feagin Causes-of-Poverty Form, and a CRI Teacher Competence Self-Rating Form.

a. CRI Teacher-Locus-of-Control Form

This is an 18-item attitude inventory about reasons that teachers perceive as being the cause for childrens' failure to learn to read. The instrument measured a teacher's sense of internal vs. external locus of control concerning reading achievement of his/her pupils. It provides measures of whether failure to learn to read is construed as a result of the teachers' actions, the child's actions, or environmental impact. There are no right or wrong answers: only teachers' opinions are sought. Empirical relations between locus of control and pupil learning will be established during Phase II of the study.

b. Feagin Causes-of-Poverty Form

This is an 11-item attitude inventory developed by Dr. Joe R. Feagin, University of Texas, to gather opinions in a national opinion survey on American attitudes toward poverty and welfare. It presents reasons for poverty and asks respondents which of these are important and which are not, e.g., lack of thrift, lack of effort by the poor, or bad luck. These reasons are grouped into the categories of "individualistic," "structural," and "fatalistic," for analysis purposes.

c. CRI Teacher Competence Self-Rating Form

This instrument is a set of 54 problems that were identified by 250 experienced teachers as being common, critical problems faced by inner-city teachers. The instrument was used by CRI in a national study of inner-city teachers and teacher education for the Office of Economic Opportunity. In this instrument, the 54 problems are listed and teachers are asked to rate: (1) the extent of the problem at their school; (2) their own competence in coping with the problem; and (3) the source of that competence, e.g., previous experience, teacher training program, or personal qualities.

2. Direct Classroom Observation Guide

This guide contains three sub-parts: a classroom checklist, an SRI Five-Minute Interaction (FMI) Instrument, and a CRI Classroom Observation Instrument.

a. Classroom Checklist

This instrument allows the observer to map the physical setting in which the classroom work is conducted and to describe how the work is conducted. The observer uses the instrument to observe the number of groups of children and to note whether the teacher is working with children and what curriculum content area is being studied.

The instrument was developed by Stanford Research Institute for a study of project Follow-Through. Because the instrument was prepared for very young children, it was not appropriate for all elementary school grades; for example, some activities listed would not be enjoyed by older elementary-schoolers. It was revised accordingly, for use in this study.

b. SRI-FMI

The FMI (Five-Minute Interaction) is a carefully designed and researched instrument also developed by SRI for its study of project Follow-Through.

This instrument allows the observers to record the activity in a classroom by measuring both non-verbal and verbal interaction in the time span of five minutes. The observer uses a code list divided into specific categories consisting of people (e. g., teachers, students), activities (e. g., request, response, or comment), and kinds of behavior (e. g., happy, sad, angry). Using these code categories the observer is able to record the activity, who does it, to whom the person does it, and how it is conducted. With the use of this instrument it is possible to determine how the teacher uses types of interactions in a classroom, materials, etc.

c. CRI Classroom Observation

This instrument was constructed to observe certain specific teacher behaviors in the natural classroom setting using rating scales that have been used separately in previous research with high inter-rater reliability. Certain forms of teacher-pupil interaction, the degree of responsibility of freedom given pupils in classroom decisions, and the explicitness of learning objectives are the major subjects of the observation.

3. Team Leader Rating on Intern Competence

This instrument records team leaders' assessments of interns' teaching competencies and other school-related activities. Items include rating the intern on his effectiveness in interacting with parents, on his ability to relate and communicate with low-income children, on how effectively he diagnoses the learning needs of children and on how he utilizes school and community resources. The instrument also seeks information about the intern's style of decision-making with pupils in the classroom and other teachers, the amount of responsibility or freedom given to pupils in making decisions, the extent of development of new curriculum materials, and the extent to which an intern formulates learning objectives and differentiates these objectives for different children.

4. Guide for Reconstruction of Activity Interview

There are two major parts to this instrument that afford empirical information about the roles an intern plays throughout his school-based experience. The first portion of the instrument resembles a questionnaire upon which the intern logs his general school and after-school activities for each day of his most recent teaching week. The intern thus reconstructs his teaching day as well as his after-school contact activities with parents and other community members.

The second portion of the instrument is an Interview Schedule that provides for in-depth probes into what the intern has entered in his written Reconstruction Log. The instruments probe for data that assess how well the intern diagnoses pupil learning needs, and particularly what role he is playing vis-a-vis parents and the community at large. The instrument does not ask for general responses (e. g., "How do you diagnose pupil-learning needs? ") but asks the intern to describe an activity, e. g., diagnosis, as it was conducted in a specific situation on a specific day.

D. Institutional Change Instrument: Spring, 1973

1. Institutional Change Interview Schedule

This is a two-part interview. The first segment is administered to the project director, and asks him what long- and short-term changes of the regular teacher education program he attempted to make and what successes were achieved--either by intent or accidentally. The second segment, administered to all respondents, asks to what degree certain components of competency-based teacher education had been implemented into the teacher training program and whether the Teacher Corps had an impact on the implementation of these components.

III. 1972 Fall Instruments

___ ___ ___ ___ ___
S ___ ___ ___
C ___ ___
FOR CRI USE ONLY

TEACHER CORPS INTERN QUESTIONNAIRE

Please print your last name first:
Name: ________________________________
Last Name First Name

Contemporary Research Incorporated (CRI) is conducting a study of the Teacher Corps under a contract with the U.S. Office of Education. We are asking you to answer a series of questions about your background and past experiences. This information will give researchers an understanding of the composition and characteristics of the experiences you as 6th cycle interns bring to the Teacher Corps.

If you have any questions, please do not hesitate to ask them of the CRI staff members.

Thank you for your participation in the study.

OMB No. 51-S72052
Approval Expires September 1973
CRI - T.C. Form 010

___ ___ ___ ___ ___
S ___ ___ ___
C ___ ___
FOR CRI USE ONLY

TEACHER CORPS INTERN QUESTIONNAIRE: SECTION I

The first part of this questionnaire contains three general questions. Please use the space provided below for your answers. If more space is needed, feel free to use the back of the page.

1. If you had not become involved with the Teacher Corps program, what do you think you would be doing now?

2. What is it about the Teacher Corps program that attracted you? (Include whatever is relevant.)

3. What do you feel were the experiences in your past that motivated your decision to apply for the Teacher Corps program? (Describe as many as possible.)

TEACHER CORPS INTERN QUESTIONNAIRE: SECTION II

For each of the following statements circle the number or check the box which best applies to you. Please answer every question.

4. To which ethnic group do you belong?

Amerindian (American Indian) 1
Black 2
Chicano 3
Oriental (Asian) 4
Other Spanish Surname (please specify)__________ 5
White 6
Other (please specify)__________ 7

5. Sex:

Male 1
Female 2

6. Age:

18-21 yrs 1
22-25 yrs 2
26-29 yrs 3
30-33 yrs 4
34-37 yrs 5
38+ 6

7. What is your current marital Status?

Single 1
Married 2
Separated/Divorced 3
Other 4

8. What was your marital status at the time you entered the Teacher Corps program?

Single	1
Married	2
Separated/Divorced	3
Other	4

9. How many children do you have?

None	1
One	2
Two	3
Three or more	4

10. When you were a child did you speak any of the following languages or dialects in your home? (Check (✓) as many as apply.)

Language and Dialect	YES 1
a. Amerindian (American Indian) Language (please specify)____________________	
b. Black Dialect (e.g., Gullah, Guiche) (please specify)____________________	
c. Chinese	
d. English	
e. Japanese	
f. Spanish	
g. Other (please specify)____________________	

11. Do you currently speak or understand any of the following languages or dialects? (Check (✓) as many as apply.)

Language and Dialect	YES 1
a. Amerindian (American Indian) Language (please specify)____________________	
b. Black Dialect (e.g. Gullah, Guiche) (please specify)____________________	
c. Chinese	
d. English	
e. Japanese	
f. Spanish	
g. Other (please specify)____________________	

12. Do you speak or understand any inner-city "street language"? (Circle as many as apply.)

Black.	1
Spanish	2
Other (please specify)____________________	3

13. Please circle the category which best describes the size of the metropolitan or rural area in which you were raised. (Estimate the population size at the time you were growing up.)

Less than 25,000 people.	1
25,000 - 100,000 people.	2
100,000+ people.	3

14. Please circle the category which best describes the size of the metropolitan or rural area in which you are teaching.

Less than 25,000 people.	1
25,000 - 100,000 people.	2
100,000+ people.	3

15. Check (✓) the categories which best describe the ethnic composition of students in the elementary school which you attended.

Ethnic Group	Less than 5%	5% to 25%	25 to 50%	51% to 75%	More than 75%
a. Amerindian (American Indian)					
b. Black					
c. Chicano					
d. Oriental					
e. Other Spanish Surname (please specify) ________					
f. White					
g. Other (please specify) ________					

16. Check (✓) the categories which best describe the ethnic composition of students in the elementary school where you are teaching.

Ethnic Group	Less than 5%	5% to 25%	25 to 50%	51 to 75%	More than 75%
a. Amerindian (American Indian)					
b. Black					
c. Chicano					
d. Oriental					
e. Other Spanish Surname (please specify) ________					
f. White					
g. Other (please specify) ________					

17. What was the highest grade or year of schooling your father completed? (Circle the appropriate number)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

18. What was the highest grade or year of schooling your mother completed? (Circle the appropriate number)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

19. What type of educational institution did you attend prior to entering the Teacher Corps program? (Circle all that apply)

Junior College 1
Four year College 1
Other (please specify)________________ 1

20. During your Pre-Teacher Corps college years, was it necessary for you to attend school part-time?

Yes 1
(GO TO QUESTION 21)

No 2
(SKIP TO QUESTION 22)

21. If you did attend school part-time, was it because:
(Circle as many as apply)

You had to support yourself or someone else. 1
You had children or other dependents to care for 2
You had health problems 3
Other (please specify)______________________ 4

22. How many years did you attend college before entering Teacher Corps? (Circle the appropriate number)

1 2 3 4 5 6 7 8 9 10

23. Was the college or university you attended public or private? (Circle both if they apply)

Public 1
Private. 1

24. What is the highest degree you presently hold?

Bachelors Degree. 1
(GO TO QUESTION 25)

Masters Degree or higher 2
(GO TO QUESTION 25)

None of the above. 3
(SKIP TO QUESTION 26)

25. Circle the category which describes the academic major for the highest degree you hold.

Education	1
Social Sciences	2
Humanities/Fine Arts	3
Physical Sciences/Biological Sciences/ Math	4
Other (please specify) ________________	5

26. Did you have a teaching credential or certificate before you entered the Teacher Corps program?

Yes, ELEMENTARY	1
Yes, SECONDARY	2
No	3

27. Did you have experience working in a social service capacity in a low income or minority community before entering the Teacher Corps program in any of the following ways? (Check ✓ as many as appropriate)

	Yes
Counseling	
Group Work	
Provided Transportation	
Organized Residents	
Clerical	
Developed Programs	
Directed/Administered Programs	
Other (please specify)________________	

28. What was the total number of years you spent doing this work? (Circle only one)

Summers only	1
Less than 1 year	2
1-2 years	3
2 or more years	4

29. Did you have experience working with children before entering the Teacher Corps Program? (Exclude your own children.)

Yes (GO TO QUESTION 30)	1
No (END OF QUESTIONNAIRE)	2

30. If yes, what ages were the children? (Circle as many as apply.)

Preschool	1
5-11 years (elementary)	1
12-15 years (junior high)	1
16-18 years (senior high)	1

31. How long did you work with the children? (Circle only one.)

Summers only	1
Less than 1 year	2
1-2 years	3
2 or more years	4

32. What type of work did you do with the children before you entered the Teacher Corps program? (Circle as many as apply.)

Tutoring	1
Recreational	1
Counseling	1
Teaching (classroom)	1
Other (please specify)	1

____

YOU HAVE NOW COMPLETED THE QUESTIONNAIRE. THANK YOU VERY MUCH FOR YOUR PARTICIPATION.

BEST COPY AVAILABLE

TEACHER CORPS PROJECT DIRECTOR INTERVIEW GUIDE

Hello, we are from Contemporary Research Incorporated (CRI). We are conducting a study of the 6th Cycle Teacher Corps program for the U.S. Office of Education. We are going to ask you some questions about your experience, perceptions, and impressions of the program. As a project director you have a great deal of knowledge, familiarity, and insight into the workings of Teacher Corps, and this makes you one of the most important sources of information available to us. Your participation in this interview is most appreciated.

NAME ______________________

NAME OF PROJECT ______________________

DATE ______________________

LOCATION OF PROJECT ______________________

NAME OF INTERVIEWER ______________________

OMB No. 51-S72052

Approval Expires September 1973

TEACHER CORPS PROJECT DIRECTOR INTERVIEW GUIDE

OUTLINE OF DISCUSSION

I. Overview of Program

II. Discussion Topics

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District and to the Community
- Integration of coursework with community and school-based experiences
- Experience with competency-based teacher education
- Implementation of team concept
- Nature of the intern's experience in the cooperating schools
- Utilization of and training in group process
- Individualization and personalization of the program for interns
- Recruitment and Selection
- Program Integration

III. Recommendations for Future Teacher Corps Cycle Programs

IV. Spring Visits

OVERVIEW OF THE PROGRAM

Would you please tell us a little about how your program works: a general overview or description.

INTERVIEWER ALLOWS TEN MINUTES FOR OVERVIEW AND RECORDS RESPONSES BELOW.

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and to the Community

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

We'd like to start out asking you about the relationship of this Teacher Corps project with the Institution of Higher Education, the local school district, and the community it serves. What has been your experience with each? (USE NAME OF INSTITUTION OF HIGHER EDUCATION)

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECORDS ANSWERS. IF TOPICS HAVE NOT BEEN DISCUSSED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY INTERVIEWER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. The Institution of Higher Education

____1. What kind of relationship does your program have with the Institution of Higher Education?

- administrative procedures
- budget
- courses
- development of curriculum
- admission requirements

- Relationship of the Teacher Corps project to the Institute of Higher Education, to the Local School District, and to the Community

____2. How did the program's relationship with the Institution of Higher Education develop?

- major milestones
- person's involvement
- timelines

____3. What problems or pressures, if any, have you encountered with university administrative personnel?

- amendments
- budget
- goals of T. C. program
- implementing change in regular program

____4. Have there been any problems with the university professors?

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and to the Community.

_____5. What types of constraints, if any, does your program face because of the institution's academic requirements?

_____6. How have you had to adapt the program to those academic requirements?

_____7. Who has been the most helpful in developing a cooperative relationship with the Institution of Higher Education? (POSITION, BACKCROUND)

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and to the Community

____8. How would you say your program has affected the Institution of Higher Education?

____8a. Has the program been able to redesign required courses?

____8b. Which courses?

____8c. Who helped redesign the courses?

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and to the Community

B. The Local School District

____9. What kind of relationship does your program have with the local school district and cooperating schools?

- emotional climate
- administrative procedures
- budget
- cooperation of principals
- relations with teachers

____10. How did the program's relationship with the local school district and cooperating schools develop?

- major milestones
- persons involved
- timelines

____11. What problems or pressures, if any, have you encountered with local school district or cooperating school administrative personnel?

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and to the Community

___12. Have there been any problems with cooperating teachers?

___13. What types of constraints, if any, does your program face because of local school policy or requirements?

___14. How have you had to adapt the program to these policies or requirements?

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and to the Community.

___15. Who has been the most helpful in developing a cooperative relationship with the local school district?

___16. How would you say your program has affected the local school district and cooperating schools?

C. The Community

___17. We know it is often difficult to establish a relationship with the community. What kind of relationship does your project have with the community?

- emotional climate
- community organizations involved
- role of community in project
- help given to community

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and to the Community

___18. How did this relationship develop? What were some of the key experiences with the community?

___19. What problems or pressures, if any, have you encountered with community members and/or groups?

___20. What types of constraints, if any, does your program face because of community needs or pressures?

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and the Community

___21. How have you had to adapt the program to those needs or pressures?

___22. Who has been the most helpful in developing a cooperative relationship with the community?

___23. How would you say your program has affected the community?

- Relationship of the Teacher Corps Project to the Institution of Higher Education, to the Local School District, and to the Community

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

• Nature of the Intern's Experience in Cooperating Schools

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

Experiences in cooperating schools are generally considered critical because they give interns an opportunity to observe and participate in actual teaching situations, work on a teaching team, and receive help and supervision. What kinds of school experiences does your program provide and specifically, how do these experiences benefit the interns?

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECORDS ANSWERS. IF TOPICS HAVE NOT BEEN DISCUSSED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY INTERVIEWER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Relationship of School Experiences to Competencies

____ 1. How do each of these experiences relate to the specific competencies the program is trying to develop in the interns?

____2. How does the program evaluate these competencies developed by field-based school experience?

____3. What criteria does the program use to evaluate the competencies developed by interns?

B. Cooperating Teacher Relationship to Program

____4. Who selects the cooperating teachers?

____5. How are they oriented to the program?

C. School Settings

____6. How would you describe the characteristics of the cooperating school which provides the most supportive environment for the growth of low-income children?

____7. How would you describe the characteristics of the cooperating school which provides the least supportive environment for the growth of low-income children?

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

- Implementation of the Team Concept

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

The concept of teaming runs through all Teacher Corps programs. How is the concept implemented in your program, and how important is it?

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECORDS ANSWERS. IF TOPICS HAVE NOT BEEN DISCUSSED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY RECORDER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Team Functioning

____1. How are the teams selected?

- Implementation of the Team Concept

____2. How are team decisions made?

____3. What kinds of decisions do teams make?

____4. What activities does the team engage in as a unit?

____5. How are teams evaluated?

B. Team Leaders

____6. How are team leaders selected?

____7. What does a team leader do?

____8. What kinds of training does the program provide the team leaders?

- Implementation of Team Concept

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

- Utilization of and Training in Group Process

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

How has the program incorporated the concept of group process into the training and activities of interns? How important is it to your program?

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECORDS ANSWERS. IF TOPICS HAVE NOT BEEN DISCUSSED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY INTERVIEWER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

____1. How has the program incorporated training and participation in group process?

____2. How important is group process training and participation to your program?

- Utilization of and Training in Group Process

____3. Does the program provide training in facilitating classroom groups?

____3a. How would you describe this training?

____3b. Who does this training? (TYPE OF BACKGROUND, POSITION)

____3c. How frequently does the program provide this training?

- Utilization of and Training in Group Process

____4. Does the program provide training in facilitating groups of parents and community members?

____4a. How would you describe this training?

____4b. Who does this training?

____4c. How frequently does the program provide this training?

____5. Aside from academic counseling, does the program provide any personal group counseling?

____5a. What is the nature of this counseling?

____5b. Who does the counseling?

____5c. How is it decided that someone needs counseling?

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

- Integration of Coursework with Community and School-Based Experiences

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

During the planning phase of the program, were you able to plan how the intern's coursework and school-based experiences would tie together? Did you have any problems tying the experiences together?

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECOREDS ANSWERS. IF TOPICS HAVE NOT BEEN DISCUSSED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY INTERVIEWER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

_____1. How did your project orient the university instructional staff to the program?

_____2. How was the project staff oriented to the program?

____3. How did your project orient the school-based staff (such as cooperating teachers and the LEA coordinators) to the program?

____4. How about the principals and other staff at the cooperating schools?

____5. What kinds of evidence do you have to indicate that in the on-going program, the coursework and school-based experiences are integrated?

- **common objectives**
- **follow-through of instruction**
- **related evaluation**

Nature of Evidence

- **informal observation**
- **recorded observation**
- **stix data**

- Integration of Coursework with Community and School-Based Experiences

____6. What kinds of feedback are you able to get about interns from school-based staff such as principals and cooperating teachers?

____7. How do you assess the extent to which the competencies developed by the intern in a coursework setting are practical in the school setting?

____8. Where does your program's coursework take place?

- Integration of Coursework with Community and School-Based Experiences

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

- Experience with Competency-Based Teacher Education

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

We'd like to know how much of the competency-based structure your teacher education program has adopted, and how you feel about it.

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECORDS ANSWERS. IF TOPICS HAVE NOT BEEN DISCUSSED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY INTERVIEWER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Adaption of Competency-Based Teacher Education to the Program

____1. What's your working definition of competency-based teacher education?

____2. How did you adopt your program objectives to the competency-based structure?

- Experience with Competency-Based Teacher Education

_____3. About what percent of your program would you say is competency-based?

- % of course work
- % of supervision at school setting

_____4. Is the competency-based instruction emphasized more in the affective or cognitive areas or about equally in both?

- objectives in affective
- objectives in cognitive

____4a. In the affective areas, what program objectives have you adopted to the competency-based structure?

____4b. And how about the cognitive areas: What program objectives have you adopted to the competency-based structure?

B. Evaluation of Intern Competencies

____5. What are some of the ways you assessed the competencies your interns develop?

____5a. Who makes the assessment?

____5b. How do they go about evaluating intern competencies?

- criteria
- instruments
- data collection
- uses of data

____5c. What are the criteria for evaluating intern competencies?

C. Evaluation of Competency-Based Education

____6. How is competency-based education working out in your program, and how do you feel about it?

____6a. What are the real advantages of competency-based education for your program?

____6b. And, what kinds of problems have you had with competency-based education?

- Experience with Competency-Based Teacher Education

____7. Have you had problems adapting or redesigning curriculum?

____8. Do you have any problems with the new time framework?

____9. Have university personnel been receptive to the changes?

____10. Are the majority of your interns able to finish the instructional modules in the amount of time you anticipated? If not, how do you handle this?

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

• Individualization and Personalization of the Program for Interns

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

How has your program incorporated the concepts of individualization and personalization into the interns' educational experiences?

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECORDS ANSWERS. IF TOPICS HAVE NOT BEEN DISCUSSED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY INTERVIEWER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Individualization in Program

____1. What types of learner options does the program provide for interns?

____2. Is the coursework structured so that individuals can progress at their own rate? If so, what types of courses?

- instructor role
- instructional materials
- evaluation

- Individualization and Personalization of the Program for Interns

____3. Can interns choose the sequence of their coursework? If so, what are examples of the options in sequencing?

____4. What other choices do interns have regarding coursework and training?

____5. Does your program distinguish between personalization and individualization of instruction? If so, how?

B. Personalization in Program

____6. Does the program provide academic counseling for interns?

___6a. Who decides if an intern needs academic counseling?

___6b. Who does the counseling?

____7. Aside from academic counseling, does the program provide any personal counseling for individual interns?

___7a. Who decides if or when an intern needs counseling?

___7b. Who does the counseling?

- Individualization and Personalization of the Program for Interns

___8. Does the program make provisions for intern and staff to get together and discuss interpersonal issues, such as gripe sessions, crisis sessions, or retreats?

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

- Recruitment and Selection

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

How did you go about recruiting and selecting the kind of intern that you wanted for the program?

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECORDS ANSWERS. IF TOPICS HAVE NOT BEEN COVERED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY INTERVIEWER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

____1. What were the criteria employed for admission into the program?

___1a. What were the academic requirements? (grade-point average, GRE scores, a certain level of schooling or degree completed)

- Recruitment and Selection

____2. Did the program consider any previous experience working with children, especially children of low-income families? If so, what kind?

____3. Were ethnic factors considered in recruiting or selecting interns?

____4. Were personality factors considered in recruiting or selecting interns?

- Recruitment and Selection

____5. Were other factors considered in recruiting and selecting interns?

- geographic
- friendship links

____6. How many applicants for the 6th Cycle did you have?

____7. How many of these applicants did you select as interns?

____8. What was the basis for the final selection of participants from among those who met the criteria for selection?

- process
- persons involved

____9. Did the selection and recruitment criteria relate to the objectives of your program? If so, how?

____10. Did the selection and recruitment criteria relate to the instructional approaches of your program? If so, how?

____11. Did the selection and recruitment criteria relate to the competencies that you wish your interns to develop? If so, how?

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

- Program Integration

INTERVIEWER ASKS GENERAL QUESTION AND ALLOWS PROJECT DIRECTOR TO RESPOND FOR SEVERAL MINUTES.

GENERAL QUESTION:

Have there been other Teacher Corps cycles at the institution of higher education? (SUBSTITUTE NAME OF INSTITUTION.) If so, what is the relationship of the current cycle to previous cycles at this institution of higher education?

INTERVIEWER CHECKS OFF SUB-TOPICS AS THEY ARE COVERED AND RECORDS ANSWERS. IF TOPICS HAVE NOT BEEN COVERED, INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY INTERVIEWER USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

____1. Have you been the project director since the 6th cycle began?

____1a. If not, how long ago did you become the director?

____1b. If so, were you a project director for a previous Teacher Corps cycle?

- Program Integration

_____2. What is the relationship of the 6th Cycle project objectives to the objectives of the other Cycles?

_____3. How has the relationship between the 6th Cycle project and the institution of higher education changed since previous Teacher Corps cycles?

- use of instructors
- nature of courses
- multi-institution links
- IHE contribution to T.C.
- emotional climate

- Program Integration

____4. How has the relationship between the 6th Cycle project and the local school district and cooperating schools changed since previous Cycles?

  - emotional climate
  - administration
  - principals
  - teachers
  - curriculum and instruction
  - LEA contribution

____5. How has the relationship between the 6th Cycle project and the community changed since previous Cycles?

____6. How, if at all, has the ethnic composition of interns changed from previous Cycle(s) to the 6th Cycle project?

- Program Integration

____7. What other types of changes, if any, have taken place since the previous Cycle(s) and the 6th Cycle project?

____8. Now, we'd like to know about your experiences with your systematic management plans. How useful have the systematic management plans actually been in facilitating program integration?

- long-range planning
- short-term implementation
- goal coordination
- budget coordination
- instructional coordination
- logistical coordination

____9. Who in the project has used the systematic management plans?

- Program Integration

___10. In your opinion, do the systematic management plans contain reliable information on Teacher Corps projects?

___11. Have systematic management plans caused you to think about any issue in a way you wouldn't have otherwise done?

GENERAL DISCUSSION

GENERAL DISCUSSION (Continued)

- Recommendations for Future Teacher Corps Cycles

INTERVIEWER ASKS PROJECT DIRECTOR FOR HIS/HER RECOMMENDATIONS FOR FUTURE TEACHER CORPS CYCLES AND RECORDS RESPONSES BELOW.

SPRING VISITS

Finally, we'd like to ask you a last set of questions about our spring visits in March and April.

1. When does the spring break for interns occur?

Date spring break begins: ________

Date spring break ends: ________

2. When does the spring break for the local school district occur?

Date spring break begins: ________

Date spring break ends: ________

3. Is there any time in the months of March and April when it would be inconvenient for CRI to make the spring visit here?

____

- - - - - - - -

INTERVIEWER WILL THEN ASK PROJECT DIRECTOR IF THERE ARE ANY MODULES, INSTRUCTIONAL PACKAGES, PROJECT MATERIALS, OR OTHER WRITTEN MATERIALS, COPIES OF WHICH CAN BE TAKEN BACK WITH INTERVIEWER.

INTERVIEWER CONCLUDES BY THANKING PROJECT DIRECTOR FOR COOPERATION AND PARTICIPATION IN INTERVIEW.

BEST COPY AVAILABLE

TEACHER CORPS GROUP DISCUSSION GUIDE

Discussion Guide for Group Discussion Leader **FORM-K**

Hello, we are from Contemporary Research Incorporated (CRI). We are conducting a study of the 6th Cycle Teacher Corps program for the U.S. Office of Education. We will be asking you to contribute your thoughts, impressions and perceptions of the Teacher Corps program in an open discussion. As participants in the program, you have a great deal of knowledge, familiarity and insights into its workings, and this makes you some of the best sources of information available to us. Your participation in this group discussion is most appreciated.

Names of participants:

NAME OF PROJECT

LOCATION OF PROJECT

NAME OF GROUP DISCUSSION LEADER

OMB No. 51-S72052

Approval Expires September 1973

TEACHER CORPS GROUP DISCUSSION GUIDE

Discussion Guide for Group Discussion Leader **FORM-K**

OUTLINE OF DISCUSSION

I. Overview of Program

II. Discussion Topics

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District and to the Community
- Integration of coursework with community and school-based experiences
- Experience with competency-based teacher education
- Implementation of team concept
- Nature of the intern's experience in the cooperating schools
- Utilization of and training in group process
- Individualization and personalization of the program for interns

III. Recommendations for Future Teacher Corps Cycle Programs

OVERVIEW DISCUSSION

FACILITATOR ASKS DISCUSSION GROUP FOR A GENERAL OVERVIEW OF THIS TEACHER CORPS PROJECT AND ALLOWS APPROXIMATELY THIRTY MINUTES FOR GROUP TO RESPOND. RECORDER RECORDS RESPONSES ON PAGES PROVIDED IN RECORDER'S FORM OF GROUP DISCUSSION GUIDE.

B. The Local School District

____9. What kind of relationship does your program have with the local school district and cooperating schools?

____10. How did the program's relationship with the local school district and cooperating schools develop?

____11. What problems or pressures, if any, have you encountered with local school district or cooperating school administrative personnel?

____12. Have there been any problems with cooperating teachers?

____13. What types of constraints, if any, does your program face because of local school policy or requirements?

____14. How have you had to adapt the program to these policies or requirements?

____15. Who has been the most helpful in developing a cooperative relationship with the local school district?

____16. How would you say your program has affected the local school district and cooperating schools?

C. The Community

___17. We know it is often difficult to establish a relationship with the community. What kind of relationship does your project have with the community?

___18. How did the relationship with the community develop? What were some of the key experiences with the community?

___19. What problems or pressures, if any, have you encountered with community members and/or groups?

___20. What types of constraints, if any, does your program face because of community needs or pressures?

___21. How have you had to adapt the program to those needs or pressures ?

___22. Who has been the most helpful in developing a cooperative relationship with the community?

___23. How would you say your program has affected the community?

- Relationship of the Teacher Corps project to the Institution of Higher Education, to the Local School District, and to the Community

INTERVIEWER OR FACILITATOR STATES TOPIC AND GENERAL QUESTION, ALLOWS SEVERAL MINUTES OF DISCUSSION AND THEN ASKS FACILITATING PROBES.

GENERAL QUESTION:

What is the relationship of this Teacher Corps project with the Institution of Higher Education, the local school district, and the community it serves. What has been your experience with each? (USE NAME OF INSTITUTE OF HIGHER EDUCATION.)

RECORDER AND INTERVIEWER CHECK OFF SUB-TOPICS AS THEY ARE COVERED IN THE DISCUSSION. IF TOPICS HAVE NOT BEEN DISCUSSED, RECORDER, FACILITATOR, OR INTERVIEWER ASKS FACILITATING PROBES AND RECORDS RESPONSES. USE ACTUAL NAME OF INSTITUTION IN EACH QUESTION AS NEEDED.

FACILITATING PROBES:

(ASKED BY RECORDER OR FACILITATOR USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. The Institution of Higher Education

____1. What kind of relationship does your program have with the Institution of Higher Education?

____2. How did the program's relationship with the Institution of Higher Education develop?

____3. What problems or pressures, if any, have you encountered with university administrative personnel?

____4. Have there been any problems with the university professors?

____5. What types of constraints, if any, does your program face because of the Institution's requirements?

____6. How have you had to adapt the program to those requirements?

____7. Who has been most helpful in developing a cooperative relationship with the Institution of Higher Education? (POSITION, BACKGROUND)

____8. How would you say your program has affected the Institution of Higher Education?

____8a. Has the program been able to redesign required courses?

____8b. Which courses?

____8c. Who helped redesign the courses?

- Nature of the Intern's Experience in Cooperating Schools

INTERVIEWER OR FACILITATOR STATES TOPIC AND GENERAL QUESTION, ALLOWS SEVERAL MINUTES OF DISCUSSION AND THEN ASKS FACILITATING PROBES.

GENERAL QUESTION:

Experiences in cooperating schools are generally considered critical because they give interns an opportunity to observe and participate in actual teaching situations, work on a teaching team, and receive help and supervision. What kinds of school experiences does your program provide and specifically, how do these experiences benefit the interns?

RECORDER AND INTERVIEWER CHECK OFF SUB-TOPICS AS THEY ARE COVERED IN THE DISCUSSION. IF TOPICS HAVE NOT BEEN DISCUSSED, RECORDER, FACILITATOR, OR INTERVIEWER ASKS FACILITATING PROBE AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY RECORDER OR FACILITATOR USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Relationship of School Experiences to Competencies

____1. How do each of these experiences relate to the specific competencies the program is trying to develop in the interns?

____2. How does the program evaluate those competencies developed by field-based school experience?

____3. What criteria does the program use to evaluate the competencies developed by interns?

- Nature of the Intern's Experience in Cooperating Schools

INTERVIEWER OR FACILITATOR STATES TOPIC AND GENERAL QUESTION, ALLOWS SEVERAL MINUTES OF DISCUSSION AND THEN ASKS FACILITATING PROBES.

GENERAL QUESTION:

Experiences in cooperating schools are generally considered critical because they give interns an opportunity to observe and participate in actual teaching situations, work on a teaching team, and receive help and supervision. What kinds of school experiences does your program provide and specifically, how do these experiences benefit the interns?

RECORDER AND INTERVIEWER CHECK OFF SUB-TOPICS AS THEY ARE COVERED IN THE DISCUSSION. IF TOPICS HAVE NOT BEEN DISCUSSED, RECORDER, FACILITATOR, OR INTERVIEWER ASKS FACILITATING PROBE AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY RECORDER OR FACILITATOR USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Relationship of School Experiences to Competencies

____1. How do each of these experiences relate to the specific competencies the program is trying to develop in the interns?

____2. How does the program evaluate those competencies developed by field-based school experience?

____3. What criteria does the program use to evaluate the competencies developed by interns?

- Implementation of the Team Concept

INTERVIEWER OR FACILITATOR STATES TOPIC AND GENERAL QUESTION, ALLOWS SEVERAL MINUTES OF DISCUSSION AND THEN ASKS FACILITATING PROBES.

GENERAL QUESTION:

The concept of teaming runs through all Teacher Corps programs. How is the concept implemented in your program, and how important is it?

RECORDER AND INTERVIEWER CHECK OFF SUB-TOPICS AS THEY ARE COVERED IN THE DISCUSSION. IF TOPICS HAVE NOT BEEN DISCUSSED, RECORDER, FACILITATOR, OR INTERVIEWER ASKS FACILITATING PROBE AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY RECORDER OR FACILITATOR USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Team Functioning

____1. How are the teams selected?

____2. How are team decisions made?

____3. What kinds of decisions do teams make?

____4. What activities does the team engage in as a unit?

____5. How are teams evaluated?

B. Team Leaders

____6. How are team leaders selected?

____7. What does a team leader do?

____8. What kinds of training does the program provide the team leaders?

- Utilization of and Training in Group Process

INTERVIEWER OR FACILITATOR STATES TOPIC AND GENERAL QUESTION, ALLOWS SEVERAL MINUTES OF DISCUSSION AND THEN ASKS FACILITATING PROBES.

GENERAL QUESTION:

How has the program incorporated the concept of group process into the training and activities of interns? How important is it to your program?

RECORDER AND INTERVIEWER CHECK OFF SUB-TOPICS AS THEY ARE COVERED IN THE DISCUSSION. IF TOPICS HAVE NOT BEEN DISCUSSED, RECORDER, FACILITATOR, OR INTERVIEWER ASKS FACILITATING PROBE AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY RECORDER OR FACILITATOR USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

____1. How has the program incorporated training and participation in group process?

____2. How important is group process training and participation to your program?

____3. Does the program provide training in facilitating classroom groups?

___3a. How would you describe this training?

___3b. Who does this training? (POSITION, BACKGROUND)

___3c. How frequently does the program provide this training?

____4. Does the program provide training in facilitating groups of parents and community members?

____4a. How would you describe this training?

____4b. Who does the training?

____4c. How frequently is the training provided?

____5. Aside from academic counseling, does the program provide any personal group counseling?

____5a. What is the nature of this counseling?

____5b. Who does the counseling?

____5c. How is it decided that someone needs counseling?

- Integration of Coursework with Community and School-Based Experiences

INTERVIEWER OR FACILITATOR STATES TOPIC AND GENERAL QUESTION, ALLOWS SEVERAL MINUTES OF DISCUSSION AND THEN ASKS FACILITATING PROBE.

GENERAL QUESTION:

During the planning phase of the program, were you able to plan how the intern's coursework and school-based experiences would tie together? Did you have any problems tying the experiences together?

RECORDER AND INTERVIEWER CHECK OFF SUB-TOPICS AS THEY ARE COVERED IN THE DISCUSSION. IF TOPICS HAVE NOT BEEN DISCUSSED, RECORDER, FACILITATOR, OR INTERVIEWER ASKS FACILITATING PROBE AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY RECORDER OR FACILITATOR USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Orientation to the Program

____ 1. How did your project orient the university instructional staff to the program?

____ 2. How was the project staff oriented to the program?

____ 3. How did your project orient the school-based staff (such as cooperating teachers and the local school district coordinators) to the program?

____ 4. How did you orient the principals and other staff at the cooperating schools to the project?

B. Indications of Program Integration

____5. What kinds of evidence do you have to indicate that in the on-going program, the coursework and school-based experiences are integrated?

____6. What kinds of feedback are you able to get about interns from school-based staff such as principals and cooperating teachers?

____7. How do you assess the extent to which the competencies developed by the intern in a coursework setting are practical in the school setting?

____8. Where does your program's coursework take place?

- Experience with Competency-Based Teacher Education

INTERVIEWER OR FACILITATOR STATES TOPIC AND GENERAL QUESTION, ALLOWS SEVERAL MINUTES OF DISCUSSION AND THEN ASKS FACILITATING PROBES.

GENERAL QUESTION:

We'd like to know how much of the competency-based structure your teacher education program has adapted, and how you feel about it.

RECORDER AND INTERVIEWER CHECK OFF SUB-TOPICS AS THEY ARE COVERED IN THE DISCUSSION. IF TOPICS HAVE NOT BEEN DISCUSSED, RECORDER, FACILITATOR, OR INTERVIEWER ASKS FACILITATING PROBE AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY RECORDER OR FACILITATOR USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Adaption of Competency-Based Teacher Education to the Program

____1. What's your working definition of competency-based teacher education?

____2. How did you adapt your program objectives to the competency-based structure?

____3. About what percent of your program would you say is competency-based?

____4. Is the competency-based instruction emphasized more in the affective or cognitive areas or about equally in both?

___4a. In the affective areas, what program objectives have you adapted to the competency-based structure?

___4b. And how about the cognitive areas: What program objectives have you adapted to the competency-based structure?

B. Evaluation of Intern Competencies

_____5. What are some of the ways you assess the competencies your interns develop?

____5a. Who makes the assessment of the intern's competencies?

____5b. How do they go about evaluating intern competencies?

____5c. What are the cirteria for evaluating intern competencies?

C. Evaluation of Competency-Based Education

_____6. How is competency-based education working out in your program, and how do you feel about it?

____6a. What are the real advantages of competency-based teacher education for your program?

____6b. And, what kinds of problems have you had with competency-based teacher education?

_____7. Have you had problems adapting or redesigning curriculum?

_____8. Do you have any problems with the new time framework?

_____9. Have university personnel been receptive to the changes?

____10. Are the majority of your interns able to finish the instructional modules in the amount of time you anticipated? If not, how do you handle this?

• Individualization and Personalization of the Program for Interns

INTERVIEWER OR FACILITATOR STATES TOPIC AND GENERAL QUESTION, ALLOWS SEVERAL MINUTES OF DISCUSSION AND THEN ASKS FACILITATING PROBES.

GENERAL QUESTION:

How has your program incorporated the concepts of individualization and personalization into the interns educational experience?

RECORDER AND INTERVIEWER CHECK OFF SUB-TOPICS AS THEY ARE COVERED IN THE DISCUSSION. IF TOPICS HAVE NOT BEEN DISCUSSED, RECORDER, FACILITATOR, OR INTERVIEWER ASKS FACILITATING PROBE AND RECORDS RESPONSES.

FACILITATING PROBES:

(ASKED BY RECORDER OR FACILITATOR USING DISCUSSION AS SPRINGBOARD.)
(CHECK WHEN COVERED.)

A. Individualization in Program

____1. What types of learner options does the program provide for interns?

____2. Is the coursework structured so that individuals can progress at their own rate? If so, what types of courses?

____3. Can interns choose the sequence of their coursework? If so, what are examples of the options in sequencing?

____4. What other choices do interns have regarding coursework and training?

____5. Does your program distinguish between personalization and individualization of instruction? If so, how?

B. Personalization in Program

_____6. Does the program provide academic counseling for interns?

____6a. Who decides if an intern needs academic counseling?

____6b. Who does the counseling?

_____7. Aside from academic counseling, does the program provide any personal counseling for individual interns?

____7a. Who decides if or when an intern needs counseling?

____7b. Who does the counseling?

_____8. Does the program make provisions for intern and staff to get together and discuss interpersonal issues, such as gripe sessions, crises sessions, or retreats?

RECOMMENDATIONS FOR FUTURE TEACHER CORPS CYCLES

FACILITATOR ASKS GROUP ABOUT THEIR RECOMMENDATIONS FOR FUTURE TEACHER CORPS CYCLES AND ALLOWS APPROXIMATELY THIRTY MINUTES OF DISCUSSION. RECORDER RECORDS RESPONSES ON PAGES PROVIDED IN RECORDER'S FORM OF GROUP DISCUSSION GUIDE. AFTER DISCUSSION IS COMPLETED, FACILITATOR THANKS PARTICIPANTS FOR THEIR CONTRIBUTIONS AND COOPERATION.

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IV

Spring 1973 Instruments

PROGRAM VARIABLE INSTRUMENTS

__ __ __ __ __ - __
S __ __ __
C __ __
FOR CRI USE ONLY.

PROJECT DIRECTOR QUESTIONNAIRE

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Name: ____________________
Phone Number: ( ) ________________
Project: ____________________
Date: ____________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ____________________
Approval Expires: ________________
CRI - T. C. Form ________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Project Director Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

THIS FIRST SET OF QUESTIONS DEALS WITH SOME GENERAL INFORMATION ABOUT YOUR TEACHER CORPS PROJECT.

1. How many interns are currently enrolled in your project?

_______________ (8, 9)

2. What is the number of interns in each of the following ethnic groups in your project?

Black	____	(10, 11)
Chicano	____	(12, 13)
White	____	(14, 15)
Other (specify). . . . . . ____________________	____	(16, 17)

2a. What is the number of Teacher Corps team leaders in each of the following ethnic groups in your project?

Black	____	(18)
Chicano	____	(19)
White	____	(20)
Other (specify). . . . . . ____________________	____	(21)

3. Please indicate in the table below the number of interns and team leaders on each of your project's teams.

(22) (24) (26) (28) (30) (32) (34) (36) ◄—( )

	Team Number							
	1	2	3	4	5	6	7	8
Number of Interns								
Number of Team Leaders								

(23) (25) (27) (29) (31) (33) (35) (37) ◄—( )

4. Indicate the number of times that each of the Following positions have been vacated during the Cycle VI project. (IF NO CHANGES, WRITE "NONE".)

9 , None
1 = Yes
2 = No

Position	Number of Changes	
Project director		(38)
Program development specialist		(39)
Team leaders		(40)
Assistant director (CHECK HERE ☐ IF NO ASSISTANT DIRECTOR)		► (41) (42)
LEA coordinator		(43)
Community coordinator		(44)
School of Education Dean		(45)
Cooperating school principals		(46)

4a. When did you officially assume the role of Project Director?

During a previous cycle 1
During the projects planning phase 2
At the beginning of Cycle VI 3
Other (specify when) 4

______________________________ (47)

5. During Cycle VI, have any cooperating schools been added or dropped?

Yes (GO TO 5a) 1 (48)
No (SKIP TO 6) 2

5a. How many were added? ____________ (49)

5b. How many were dropped? ____________ (50)

5c. What were the reasons for the changes?

1 = Yes
2 = No

(51)
(52)
____ (53)
____ (54)
____ (55)
____

6. During Cycle VI, have any school districts been added or dropped?

Yes (GO TO 6a) 1 (56)
No (SKIP TO 7) 2

6a. If Yes, how many were added? ____________ (57)

6b. How many were dropped? ____________ (58)

6c. What were the reasons for the changes?

1 = Yes
2 = No

____ (59)
____ (60)
____ (61)
(62)
____ (63)

7. Does your project have any "portal schools" in the advanced planning or implementation stage of development?

Yes (GO TO 7a) 1 (64)
No (SKIP TO 8) 2

7a. For each portal school please provide the following information in the table below:

	Stage of Implementation			
	Advanced Planning	Partial Implementation	Extensive Implementation	
Name of School	1	2	3	
				(65) (66)
				(67) (68)
				(69) (70)
				(71) (72)
				(73) (74)
				(75) (76)

8. Is your project officially a graduate or undergraduate project?

Graduate 1 (77)
Undergraduate....... 2

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

9. Why did the project select to be graduate or undergraduate? (8) (9) (10) (11) (12) (13)

____

____

____

10. Please itemize by source the total amount of money your project receives over the entire two year cycle (including both IHE and LEA budgets). (DIRECT DOLLARS ONLY.)

Source	Amount of Dollars	(In 000's)
a.		(14) (15-18)
b.		(19) (20-23)
c.		(24) (25-28)
d.		(29) (30-33)
e.		(34) (35-38)
	Total:	

11. Have there been any Teacher Corps cycles at this university prior to Cycle VI?

Yes (GO TO 11a) 1 (39)
No (SKIP TO 12) 2

11a. In what ways is the present Teacher Corps cycle different from past Teacher Corps cycles?

(40)

(41)

(42)

(43)

(44)

12. How did you go about recruiting interns for your program? (CIRCLE AS MANY AS APPLY.)

Used former interns to recruit	1	(45)
Used community groups to recruit	1	(46)
Used Regional Office of Teacher Corps	1	(47)
Used public media (T.V., radio, newspapers, etc.)	1	(48)
Posted announcement	1	(49)
Mailed announcement	1	(50)
Word of mouth	1	(51)
Other (specify) ____________________	1	(52)
Was not involved in recruitment	1	(53)

13. Were there certain groups from which your Teacher Corps project wished to recruit that were difficult to contact?

Yes (GO TO 13a)	1	(54)
No (SKIP TO 14)	2	

13a. What were these groups?

____

____

(55)
(56)
(57)
(58)
(59)
(60)
(61)
(62)
(63)
(64)

14. Please rate the criteria you used in selecting interns on the table below.

	Very important	Somewhat important	Not very important	Not at all important	
1. Financial need	1	2	3	4	(65)
2. Ethnic, cultural considerations	1	2	3	4	(66)
3. Academic record	1	2	3	4	(67)
4. Intern background experience in community work	1	2	3	4	(68)
5. Intern background experience in working with children	1	2	3	4	(69)
6. Perceived potential ability	1	2	3	4	(70)
7. Language ability	1	2	3	4	(71)
8. Personality factors	1	2	3	4	(72)
9. Prior residence in community	1	2	3	4	(73)
10. Condition of health	1	2	3	4	(74)
11. Political involvement in community/university	1	2	3	4	(75)
12. Other (specify)	1	2	3	4	(76)
a. ____________________	1	2	3	4	(77)
b. ____________________	1	2	3	4	(78)

Project Code	(1, 2)
Role-Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

15. Who was responsible for establishing the criteria used in the final selection process? (CIRCLE AS MANY AS APPLY.)

Project director	1	(8)
Project staff	1	(9)
Community groups	1	(10)
Former interns	1	(11)
University personnel	1	(12)
School district personnel	1	(13)
Other (specify)	1	(14)

____

16. Please describe as best as you can the step by step procedure used by the selection committee in choosing interns.

(15)
____
(16)
____
(17)
____
(18)
____
(19)
____

____

____

____

____

17. Who was involved in the final selection of interns? (CIRCLE AS MANY AS APPLY.)

Community groups	1	(20)
Local project director	1	(21)
Project staff..	1	(22)
University personnel	1	(23)
School district personnel	1	(24)
Former interns	1	(25)
Other (specify)	1	(26)

____

18. How many applicants were there for your Cycle VI project?

__________ (27-29)

18a. How many interns were finally selected? __________ (30, 31)

18b. How many selected interns chose not to participate before the cycle began?

__________ (32, 33)

18c. How many selected interns chose not to continue after the cycle began?

__________ (34, 35)

18d. How many interns were added after the cycle began?

__________ (36, 37)

19. Were any university or college requirements waived for the entrance of Teacher Corps interns?

Yes (GO TO 19a)	1	(38)
No (SKIP TO 20)	2	

19a. If Yes, specify what requirements were waived.

(39)
(40)
(41)
(42)

THE NEXT SECTION OF THIS QUESTIONNAIRE DEALS WITH COMPETENCY-BASED TEACHER EDUCATION AS USED IN YOUR TEACHER CORPS PROJECT.

20. Have teacher competencies been used in some fashion in the instruction of interns?

Yes (GO TO 21) 1 (43)
No (SKIP TO 26) 2

21. List the four most important teacher competencies in your project and state the method of instruction for each.

CHECK (✓) THIS BOX ☐ IF YOU DO NOT HAVE SUFFICIENT INFORMATION TO ANSWER THIS QUESTION, THEN SKIP TO 27. (44)

IF THERE IS NOT A SET OF TEACHER COMPETENCIES COMMON TO ALL INTERNS, CHECK (✓) THIS BOX ☐ AND GIVE EXAMPLES IN THE TABLE BELOW OF TEACHER COMPETENCIES IN YOUR PROGRAM. (45)

Competency — Method of Instruction

(48)
(49)
(50)
(51)

1. ____________________ (46, 47) ____________________ (52)

(53)
____________________ (54) (55)
____________________ (56)
____________________ (59) (60)

2. ____________________ (57, 58) ____________________ (61)

(62)
____________________ (63)
(64)
____________________ (65)
(66)
____________________ (67)

3. ____________________ (68, 69) ____________________ (70) (71)

____________________ (72)
(73) (74)
____________________ (75)
(76)
____________________ (77)
(78)

4. ____________________ (8, 9) ____________________ (10) (11)

____________________ (12) (13)
____________________ (14) (15)
____________________ (16)
(17)
(18)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

22. Who specified these competencies? (CIRCLE AS MANY AS APPLY.)

Interns	1	(19)
Team leaders	1	(20)
Project director	1	(21)
Program development specialist	1	(22)
University staff	1	(23)
School district staff	1	(24)
Community group	1	(25)
Consultants	1	(26)
Other (specify)	1	(27)

____

23. Indicate the method(s) by which the teacher competencies were identified. (CIRCLE AS MANY AS APPLY.)

Survey of research	1	(28)
Group meetings	1	(29)
Observation	1	(30)
Opinion of outside experts	1	(31)
Other (specify)	1	(32)
____________________________________		(33)

24. Will the demonstration of a common set of teacher competencies be required of interns before graduation from Cycle VI?

Yes	1	(34)
No	2	

25. For the teacher competencies listed in Question No. 21, please indicate the criteria and method of evaluation in the table below.

Competency	Evaluation Criteria	Method of Evaluation	
1. (35, 36)	(37, 38)		(39) (40) (41) (42) (43) (44) (45) (46) (47)
2. (48, 49)	(50, 51)		(52) (53) (54) (55) (56) (57) (58) (59) (60)
3. (61, 62)	(63, 64)		(65) (66) (67) (68) (69) (70) (71) (72) (73)
4. (74, 75)	(76, 77)		(8) (9) (10) (11) (12) (13) (14) (15) (16)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

26. Who evaluates the interns' level of achievement in a specific teaching skill or ability? (CIRCLE AS MANY AS APPLY.)

Team leaders	1	(17)
Project director	1	(18)
University instructors	1	(19)
Cooperating teachers	1	(20)
Other interns	1	(21)
Other project staff	1	(22)
Self-evaluation	1	(23)
Other (specify)	1	(24)

____

27. How much simulation feedback training is used in the project? (e.g., role-playing or staged classroom performances based on a specific teaching model and followed by a critique)

More than 4 hours in an average month	1	(25)
2 to 4 hours per month	2	
Some training but less than 2 hours per month	3	
None	4	

THE FOLLOWING SERIES OF QUESTIONS DEALS WITH THE TRAINING OF THE INTERNS AT YOUR PROJECT.

28. How much choice does the intern have in determining the order in which he takes his Teacher Corps courses? (26)

In more than 2/3 of the courses	1
In 1/3 to 2/3 of the courses	2
In some but less than 1/3 of the courses	3
No choice	4

29. How often can interns choose the pace at which they proceed through their coursework?

In more than 2/3 of the courses 1 (27)
In 1/3 to 2/3 of the courses 2
In some, but less than 1/3 of the courses 3
Never 4

30. Please indicate the total number of units the intern takes during the two years of the Teacher Corps project, and their distribution in the following categories.

	Number of Units	
Required courses		(28, 29)
Elective courses		(30, 31)
Student teaching		(32, 33)
Independent study		(34, 35)
Total number of units		(36-38)

31. How often have interns in your project participated in the following: (PLEASE ANSWER 31a AND 31b.)

31a. Training in cross-cultural/ethnic awareness:

Very often 1 (39)
Somewhat often............ 2
Rarely 3
Never..................... 4

31b. Sensitivity training (formal training only):

Very often 1 (40)
Somewhat often 2
Rarely 3
Never 4

32. How much help did university/college personnel provide Teacher Corps in redesigning courses? (41)

A great deal of help 1
Some help 2
Very little help 3
No help 4

33. While in the cooperating school, approximately how many hours per week does an intern receive direct supervision from a Teacher Corps staff member or instructor (not including Team Leaders). (42, 43)

____
no. of hours per week

34. Is there someone responsible for implementing and overseeing community-based educational activities?

Yes (GO TO 34a, 34b, AND 34c).. 1 (44)
No (SKIP TO 35) 2

34a. Who is this person?

Community coordinator.......... 1 (45)
LEA coordinator 2
Team leader 3
Other (specify) 4

____

34b. What percent of this individual's time is involved in this activity? (46, 47)

__________%

34c. Is there anyone else who assists in implementing or overseeing these community-based educational activities?

Yes (GO TO 34d) 1 (48)
No (SKIP TO 35) 2

34d. Who is this?

_______________________________________ (49)
Title

35. What is the attitude of the following individuals toward the community work the interns are doing? (CHECK THE APPROPRIATE BOXES.)

	Highly Favorable 1	Somewhat Favorable 2	Somewhat Unfavorable 3	Highly Unfavorable 4	Indifferent 5	Don't Know or Does Not Apply 6	
Cooperating teachers							(50)
Other teachers at school							(51)
Teacher unions							(52)
Team leaders							(53)
Principal							(54)

36. Is academic credit given for the community component?

Yes (GO TO 36a) 1 (55)
No (SKIP TO 37) 2

36a. How is the intern's work evaluated?

_______________________________________ (56)
(57)
_______________________________________ (58)
(59)
_______________________________________ (60)
(61)
_______________________________________ (62)

____

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

37. How much influence have the following individuals or groups had in planning the allocation of all project funds?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(63)	Teacher Corps Project Director	1	2	3	4	5
(64)	Teacher Corps Assistant Director	1	2	3	4	5
(65)	Teacher Corps team leaders	1	2	3	4	5
(66)	Teacher Corps Program Development Specialist	1	2	3	4	5
(67)	Teacher Corps interns	1	2	3	4	5
(68)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(69)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(70)	University instructors (for Teacher Corps)	1	2	3	4	5
(71)	Dean of School of Education	1	2	3	4	5
(72)	Cooperating teachers	1	2	3	4	5
(73)	Cooperating principals	1	2	3	4	5
(74)	Superintendent of Schools	1	2	3	4	5
(75)	Teacher unions	1	2	3	4	5
(76)	Members of the community	1	2	3	4	5

38. How much influence have the following individuals or groups had in planning project goals?

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(8)	Teacher Corps Project Director	1	2	3	4	5
(9)	Teacher Corps Assistant Director	1	2	3	4	5
(10)	Teacher Corps team leaders	1	2	3	4	5
(11)	Teacher Corps Program Development Specialist	1	2	3	4	5
(12)	Teacher Corps interns	1	2	3	4	5
(13)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(14)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(15)	University instructors (for Teacher Corps)	1	2	3	4	5
(16)	Dean of School of Education	1	2	3	4	5
(17)	Cooperating teachers	1	2	3	4	5
(18)	Cooperating principals	1	2	3	4	5
(19)	Superintendent of Schools	1	2	3	4	5
(20)	Teacher unions	1	2	3	4	5
(21)	Members of the community	1	2	3	4	5

39. How much influence have the following individuals or groups had in planning actual instruction of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(22)	Teacher Corps Project Director	1	2	3	4	5
(23)	Teacher Corps Assistant Director	1	2	3	4	5
(24)	Teacher Corps team leaders	1	2	3	4	5
(25)	Teacher Corps Program Development Specialist	1	2	3	4	5
(26)	Teacher Corps interns	1	2	3	4	5
(27)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(28)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(29)	University instructors (for Teacher Corps)	1	2	3	4	5
(30)	Dean of School of Education	1	2	3	4	5
(31)	Cooperating teachers	1	2	3	4	5
(32)	Cooperating principals	1	2	3	4	5
(33)	Superintendent of Schools	1	2	3	4	5
(34)	Teacher unions	1	2	3	4	5
(35)	Members of the community	1	2	3	4	5

40. How much influence have the following individuals or groups had in selecting the original Cycle VI project director?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(36)	Teacher Corps Project Director	1	2	3	4	5
(37)	Teacher Corps Assistant Director....	1	2	3	4	5
(38)	Teacher Corps team leaders.........	1	2	3	4	5
(39)	Teacher Corps Program Development Specialist	1	2	3	4	5
(40)	Teacher Corps interns	1	2	3	4	5
(41)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(42)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(43)	University instructors (for Teacher Corps)	1	2	3	4	5
(44)	Dean of School of Education	1	2	3	4	5
(45)	Cooperating teachers	1	2	3	4	5
(46)	Cooperating principals	1	2	3	4	5
(47)	Superintendent of Schools	1	2	3	4	5
(48)	Teacher unions	1	2	3	4	5
(49)	Members of the community	1	2	3	4	5

41. How much influence have the following individuals or groups had in selecting the original Cycle VI team leaders?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(50)	Teacher Corps Project Director	1	2	3	4	5
(51)	Teacher Corps Assistant Director....	1	2	3	4	5
(52)	Teacher Corps team leaders.........	1	2	3	4	5
(53)	Teacher Corps Program Development Specialist	1	2	3	4	5
(54)	Teacher Corps interns	1	2	3	4	5
(55)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(56)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(57)	University instructors (for Teacher Corps)	1	2	3	4	5
(58)	Dean of School of Education	1	2	3	4	5
(59)	Cooperating teachers	1	2	3	4	5
(60)	Cooperating principals	1	2	3	4	5
(61)	Superintendent of Schools	1	2	3	4	5
(62)	Teacher unions	1	2	3	4	5
(63)	Members of the community	1	2	3	4	5

42. How much influence have the following individuals or groups had in the recruitment and selection of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(64)	Teacher Corps Project Director	1	2	3	4	5
(65)	Teacher Corps Assistant Director....	1	2	3	4	5
(66)	Teacher Corps team leaders.........	1	2	3	4	5
(67)	Teacher Corps Program Development Specialist	1	2	3	4	5
(68)	Teacher Corps interns	1	2	3	4	5
(69)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(70)	Community Coordinator (for Teacher Corps)...............	1	2	3	4	5
(71)	University instructors (for Teacher Corps)...............	1	2	3	4	5
(72)	Dean of School of Education	1	2	3	4	5
(73)	Cooperating teachers	1	2	3	4	5
(74)	Cooperating principals	[✓ 1]	2	3	4	5
(75)	Superintendent of Schools	1	2	3	4	5
(76)	Teacher unions	1	2	3	4	5
(77)	Members of the community	1	2	3	4	5

43. How much influence have the following individuals or groups had in resolving conflicts between the project and the LEA?

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(8)	Teacher Corps Project Director	1	2	3	4	5
(9)	Teacher Corps Assistant Director	1	2	3	4	5
(10)	Teacher Corps team leaders	1	2	3	4	5
(11)	Teacher Corps Program Development Specialist	1	2	3	4	5
(12)	Teacher Corps interns	1	2	3	4	5
(13)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(14)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(15)	University instructors (for Teacher Corps)	1	2	3	4	5
(16)	Dean of School of Education	1	2	3	4	5
(17)	Cooperating teachers	1	2	3	4	5
(18)	Cooperating principals	1	2	3	4	5
(19)	Superintendent of Schools	1	2	3	4	5
(20)	Teacher unions	1	2	3	4	5
(21)	Members of the community	1	2	3	4	5

44. How much influence have the following individuals or groups had in resolving conflicts between the project and the community?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(22)	Teacher Corps Project Director	1	2	3	4	5
(23)	Teacher Corps Assistant Director	1	2	3	4	5
(24)	Teacher Corps team leaders	1	2	3	4	5
(25)	Teacher Corps Program Development Specialist	1	2	3	4	5
(26)	Teacher Corps interns	1	2	3	4	5
(27)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(28)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(29)	University instructors (for Teacher Corps)	1	2	3	4	5
(30)	Dean of School of Education	1	2	3	4	5
(31)	Cooperating teachers	1	2	3	4	5
(32)	Cooperating principals	1	2	3	4	5
(33)	Superintendent of Schools	1	2	3	4	5
(34)	Teacher unions	1	2	3	4	5
(35)	Members of the community	1	2	3	4	5

45. How much influence have the following individuals or groups had in resolving conflicts between the project and the college or university?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(36)	Teacher Corps Project Director	1	2	3	4	5
(37)	Teacher Corps Assistant Director....	1	2	3	4	5
(38)	Teacher Corps team leaders.........	1	2	3	4	5
(39)	Teacher Corps Program Development Specialist	1	2	3	4	5
(40)	Teacher Corps interns	1	2	3	4	5
(41)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(42)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(43)	University instructors (for Teacher Corps)................	1	2	3	4	5
(44)	Dean of School of Education	1	2	3	4	5
(45)	Cooperating teachers	1	2	3	4	5
(46)	Cooperating principals	1	2	3	4	5
(47)	Superintendent of Schools	1	2	3	4	5
(48)	Teacher unions	1	2	3	4	5
(49)	Members of the community	1	2	3	4	5

46. In your opinion, what are the primary goals of this Teacher Corps project? (LIST UP TO 3, IN ORDER OF IMPORTANCE.)

1. ______________________________ (50)

2. ______________________________ (51)

3. ______________________________ (52)

47. To what extent do the goals of the Teacher Corps program differ from those of the regular elementary education programs? (53)

Completely (GO TO 48) 1
A great deal (GO TO 48).......... 2
Somewhat (GO TO 48) 3
Not very much (SKIP TO 49)..... 4
Not at all (SKIP TO 49)......... 5

48. Have these differences caused problems? (54)

Yes (GO TO 48a) 1
No (SKIP TO 49) 2

48a. Please indicate the areas in which you have encountered problems: (CIRCLE AS MANY AS APPLY)

Curriculum development 1 (55)
Coursework scheduling 1 (56)
Personnel (Teacher Corps)................ 1 (57)
Financial 1 (58)
Personnel (University instructors)......... 1 (59)
Other Administrative policies of the School of Education...................... 1 (60)

49. How would you rate the degree of cooperation of the present Teacher Corps project with other education programs at the University? (61)

A great deal of cooperation 1
Some 2
Little 3
None 4
No interaction between them...... 5

50. How would you rate the degree of cooperation between the Teacher Corps project and other federal programs at your cooperating school? (62)

A great deal of cooperation 1
Some 2
Little 3
None 4
No other federally funded programs 5

51. Please indicate the number of teaching positions that the school district(s) has committed for employment of Teacher Corps graduates in School Year 1973-74. (63, 64)

____
no. of positions

52. When teachers of reading find that their students have difficulty in learning to read, they often explain such difficulties in a variety of ways. The following list contains some factors often mentioned as decisive in determining how well a child learns to read. It is important that your answers reflect solely your own opinions. (FOR EACH ITEM BELOW, INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY CHECKING THE APPROPRIATE SPACE.)

Failure in learning to read well is usually traceable to:	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4	
a. How carefully the student works.					(65)
b. How much creativity the teacher has.					(66)
c. How much confidence the student has in himself.					(67)
d. Whether the teacher likes the student.					(68)
e. How difficult the reading material is.					(69)
f. The ability of the teacher to communicate with her students.					(70)
g. How fortunate the student is in general					(71)
h. How alert the student is during reading instruction.					(72)
i. How much teacher preparation goes into a reading lesson.					(73)
j. How much the student cares about learning to read.					(74)
k. The socioeconomic background of the student.					(75)
l. How much competency the teacher has.					(76)
m. The ability of the teacher to individualize instruction.					(77)

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

	Strongly Agree	Agree	Disagree	Strongly Disagree	
	1	2	3	4	
n. Whether the student's parents read at home.					(8)
o. How much time the student spends in working on reading.					(9)
p. Whether the student is a boy or a girl.					(10)
q. Whether the student's parent(s) belong to an ethnic group that is verbally oriented.					(11)
r. How much academic ability the student has.					(12)

52a. Considering only the items in the above question, choose the three that you believe are most decisive in determining how well a child learns to read and rank them 1, 2, and 3 on the lines provided below by writing in the item letter in the proper ranking. (13) (14) (15) (16) (17)

1. ______
2. ______
3. ______

EXPLANATIONS OF POVERTY

53. LISTED BELOW ARE SOME REASONS OFTEN GIVEN FOR POVERTY. PLEASE RATE EACH REASON IN TERMS OF ITS IMPORTANCE IN CAUSING POVERTY BY PLACING A CHECK (✓) IN THE APPROPRIATE COLUMN. IT IS IMPORTANT THAT YOUR ANSWERS REFLECT SOLELY YOUR OWN OPINIONS.

		very important	somewhat important	not important	
		1	2	3	
a.	Lack of thrift and proper money management by poor people				(19)
b.	Lack of effort by the poor themselves				(20)
c.	Lack of ability and talent among poor people				(21)
d.	Loose morals and drunkenness				(22)
e.	Sickness and physical handicaps				(23)
f.	Low wages in some business and industries				(24)
g.	Failure of society to provide good schools for many Americans				(25)
h.	Prejudice and discrimination against poor people				(26)
i.	Failure of private industry to provide enough jobs				(27)
j.	Being taken advantage of by rich people				(28)
k.	Just bad luck				(29)

__ __ __ __ __ __

S __ __ __

C __ __

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PROJECT DIRECTOR INTERVIEW SCHEDULE

Interviewee: ____________________________

School: ____________________________

Date: ____________________________

Interviewer: ____________________________

OMB No. ________________________

Approval Expires: __________________

CRI - T. C. Form __________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Project Director Interview Schedule

1. In what ways do you feel the program is supportive of the personal growth of interns? (8) (9) (10) (11) (12) (13)

2. What is your project's working definition of "competency-based teacher education"?

2a. How has "competency-based teacher education" been used in project planning and implementation"? (Probe to find out if interns had to demonstrate competencies as a requirement for graduation, and whether competencies were common to all interns or whether they varied.)

End Interview here.

Thank you for your time and cooperation.

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	___ ___ ___ ___ ___ ___
S	___ ___ ___
C	___ ___
FOR CRI USE ONLY.	

PROGRAM DEVELOPMENT SPECIALIST QUESTIONNAIRE

Name: ______________________________

Phone Number: (   ) ______________________

Project: ____________________________

Date: ______________________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ______________________

Approval Expires: ________________

CRI - T. C. Form ________________

Program Development Specialist Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. In your opinion, what are the primary goals of your Teacher Corps project? (LIST UP TO THREE, IN ORDER OF IMPORTANCE.)

a. ______________________________ (8)

b. ______________________________ (9)

c. ______________________________ (10)

WE NEED TO FIND OUT ABOUT ALL OF THE COURSES AN INTERN TAKES, WHETHER ON CAMPUS OR AT THE SCHOOL SITE, WHETHER GIVEN BY UNIVERSITY INSTRUCTOR OR NOT.

2. What is the average number of credit hours an intern takes per academic semester (quarter)?

(11,12)(13)

______________ Average no. of hours

per semester ☐

per quarter ☐

2a. On the average, how many hours per week does an intern spend in non-academic Teacher Corps activities such as community work, classroom teaching, etc.

______________ No. of hours per week (14, 15)

3. On an average, what percent of an intern's total academic program is comprised of courses outside of the School of Education?

0-10%	1	(16, 17)
11-20%	2	
21-30%	3	
31-40%	4	
41-50%	5	
51-60%	6	
61-70%	7	
71-80%	8	
81-90%	9	
91-100%	10	

4. Complete the table below by listing all Teacher Corps courses, credit hours given, instructor rank and ethnicity. Also indicate the extent and nature of any revisions that have been made to the course for use in the Teacher Corps project.

Course Name	No. of Credits	Rank of Actual Instructor	Instructor's Ethnic Group	Extent of Course Revision	Nature of Course Revision
		1=Full or Associate 2=Other Univ. Staff--Asst. Prof. or Instructor 3=Non-Univ. Staff brought in specially for T.C.	1=Black 2=Chicano 3=White 4=Other	0=None 1=Low 2=Medium 3=High	(LIST AS MANY AS APPLY.) Revision of Content .... 1 New Teaching Methods .... 2 New Grading/Evaluation Procedures . 3 Implementation of Modules .... 4 Ethnic Focus .... 5 Other (Specify) ________________ .. 6
1 (18)	(19)	(20)	(21)	(22)	(23)
2 (24)	(25)	(26)	(27)	(28)	(29)
3 (30)	(31)	(32)	(33)	(34)	(35)
4 (36)	(37)	(38)	(39)	(40)	(41)
5 (42)	(43)	(44)	(45)	(46)	(47)
6 (48)	(49)	(50)	(51)	(52)	(53)
7 (54)	(55)	(56)	(57)	(58)	(59)
8 (60)	(61)	(62)	(63)	(64)	(65)
9 (66)	(67)	(68)	(69)	(70)	(71)
10 (72)	(73)	(74)	(75)	(76)	(77)
11 (8)	(9)	(10)	(11)	(12)	(13)
12 (14)	(15)	(16)	(17)	(18)	(19)
13 (20)	(21)	(22)	(23)	(24)	(25)
14 (26)	(27)	(28)	(29)	(30)	(31)
15 (32)	(33)	(34)	(35)	(36)	(37)
16 (38)	(39)	(40)	(41)	(42)	(43)
17 (44)	(45)	(46)	(47)	(48)	(49)
18 (50)	(51)	(52)	(53)	(54)	(55)
19 (56)	(57)	(58)	(59)	(60)	(61)
20 (62)	(63)	(64)	(65)	(66)	(67)
21 (68)	(69)	(70)	(71)	(72)	(73)
22 (8)	(9)	(10)	(11)	(12)	(13)
23 (14)	(15)	(16)	(17)	(18)	(19)
24 (20)	(21)	(22)	(23)	(24)	(25)
25 (26)	(27)	(28)	(29)	(30)	(31)
26 (32)	(33)	(34)	(35)	(36)	(37)
27 (38)	(39)	(40)	(41)	(42)	(43)
28 (44)	(45)	(46)	(47)	(48)	(49)
29 (50)	(51)	(52)	(53)	(54)	(55)
30 (56)	(57)	(58)	(59)	(60)	(61)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level.	(7)

5. What are the methods of teaching reading/language arts (e.g., Dystar, Sullivan, phonics, de-coding, etc.) which are taught to interns?

(62)
(63)
(64)
(65)
______________________________ (66)
(67)
______________________________ (68)
(69)
______________________________ (70)

5a. How is this instruction presented? (CIRCLE AS MANY AS APPLY.)

Seminar	1	(71)
Lecture	1	(72)
Informal meetings	1	(73)
Modules	1	(74)
Other (specify)	1	(75)
______________________		(76)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument level	(7)

5b. Where is this coursework presented? (CIRCLE AS MANY AS APPLY.)

At the University	1	(8)
At the cooperating school	1	(9)
In the community	1	(10)
Other (specify)	1	(11)
______________________		

6. What kind of instruction is given to interns on how to encourage pupil's affective growth?

______________________________ (12)
______________________________ (13)
______________________________ (14)
______________________________ (15)
______________________________ (16)

7. Have teacher competencies been used in some fashion in the instruction of interns?

Yes (GO TO 8) 1 (17)
No (SKIP TO 13) 2

8. List the four most important teacher competencies in your program and state the method of instruction for each. (IF THERE IS NOT A SET OF TEACHER COMPETENCIES COMMON TO ALL INTERNS, PLEASE CHECK (✓) THIS BOX ☐ AND GIVE EXAMPLES, IN THE TABLE BELOW, OF FOUR IMPORTANT TEACHER COMPETENCIES IN YOUR PROGRAM.) (18)

Competency | Method of Instruction

(21)
(19, 20) (22)
1. ______________________ ______________________________ (23)
(24)
______________________________ (25)
(26)
(27)
______________________________ (28)
(29)
____
(30, 31)
2. ______________________ ______________________________ (32)
(33)
______________________________ (34)
(35)
(36)
______________________________ (37)
(38)
______________________________ (39)
(40)
(41, 42)
3. ______________________ ______________________________ (43)
(44)
______________________________ (45)
(46)
(47)
______________________________ (48)
(49)
______________________________ (50)
(51)
(52, 53)
4. ______________________ ______________________________ (54)
(55)
______________________________ (56)
(57)
(58)
______________________________ (59)
(60)
______________________________ (61)
(62)

9. Who specified these competencies? (CIRCLE AS MANY AS APPLY.)

Interns	1	(63)
Team leaders	1	(64)
Project director	1	(65)
Program development specialist	1	(66)
University staff	1	(67)
School district staff	1	(68)
Community group	1	(69)
Consultants	1	(70)
Other (specify)	1	(71)
______________________		

10. Indicate the method(s) by which the teacher competencies were identified. (CIRCLE AS MANY AS APPLY.)

Survey of research	1	(72)
Group meetings	1	(73)
Observation	1	(74)
Opinion of outside experts	1	(75)
Other (specify)	1	(76)
______________________		(77)

11. Will the demonstration of a common set of teacher competencies be required of interns before graduation from Cycle VI?

Yes	1	(78)
No	2	

12. For the teacher competencies listed in Question No. 8, please indicate the criteria and method of evaluation in the table below.

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Competency	Evaluation Criteria	Method of Evaluation	
1. (8, 9)	(10, 11)		(12) (13) (14) (15) (16) (17) (18) (19) (20)
2. (21, 22)	(23, 24)		(25) (26) (27) (28) (29) (30) (31) (32) (33)
3. (34, 35)	(36, 37)		(38) (39) (40) (41) (42) (43) (44) (45) (46)
4. (47, 48)	(49, 50)		(51) (52) (53) (54) (55) (56) (57) (58) (59)

13. Who evaluates the interns' level of achievement in a specific teaching skill or ability? (CIRCLE AS MANY AS APPLY.)

Team leaders	1	(60)
Project director	1	(61)
University/college instructors	1	(62)
Cooperating teachers	1	(63)
Other interns	1	(64)
Other project staff	1	(65)
Self-evaluation	1	(66)
Other (specify)	1	(67)

____

14. How much simulation feed-back training is used in the project (e.g., role-playing or staged classroom performance based on a specified teaching model and followed by a critique)?

More than 4 hours per month	1	(68)
2 to 4 hours per month	2	
Some training but less than 2 hours per month	3	
None	4	

15 To what extent do you feel the program allows interns to be self-directed? (69)

Completely	1
To a large degree	2
Somewhat	3
Not at all	4

16. How often have interns in your project participated in the following: (PLEASE ANSWER BOTH 16a AND 16b.)

16a. Training in cross-cultural/ethnic awareness: (70)

Very often 1
Somewhat often 2
Rarely 3
Never 4

16b. Sensitivity training (formal training only): (71)

Very often 1
Somewhat often 2
Rarely 3
Never 4

17. What instructional activities (e.g., workshops) were carried out in the summer of 1972?

______________________________ (72)
(73)
______________________________ (74)
(75)
______________________________ (76)
(77)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

18. Are there any project decision-making bodies or advisory councils for your Teacher Corps project?

Yes (GO TO 18a) 1 (8)
No (SKIP TO 19) 2

18a. Please list the names of each of these groups and check who is represented on each.

		1	2	3	4	5	6	7	8	9
Group Names		Project Director	Interns	Community Coordinator	LEA Coordinator	Program Development Specialist	Team Leaders	University Instructor or Dean	Cooperating School Principal	Cooperating Teacher
1.	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
2.	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
3.	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)
4.	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)
5.	(49)	(50)	(51)	(52)	(53)	(54)	(55)	(56)	(57)	(58)
6.	(59)	(60)	(61)	(62)	(63)	(64)	(65)	(66)	(67)	(68)
7.	(69)	(70)	(71)	(72)	(73)	(74)	(75)	(76)	(77)	(78)
8.	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

19. How much influence have the following individuals or groups had in planning the allocation of all project funds?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(18)	Teacher Corps Project Director	1	2	3	4	5
(19)	Teacher Corps Assistant Director....	1	2	3	4	5
(20)	Teacher Corps team leaders.........	1	2	3	4	5
(21)	Teacher Corps Program Development Specialist	1	2	3	4	5
(22)	Teacher Corps interns	1	2	3	4	5
(23)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(24)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(25)	University instructors (for Teacher Corps)................	1	2	3	4	5
(26)	Dean of School of Education	1	2	3	4	5
(27)	Cooperating teachers	1	2	3	4	5
(28)	Cooperating principals	1	2	3	4	5
(29)	Superintendent of Schools	1	2	3	4	5
(30)	Teacher unions	1	2	3	4	5
(31)	Members of the community	1	2	3	4	5

20. How much influence have the following individuals or groups had in planning project goals?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(32)	Teacher Corps Project Director	1	2	3	4	5
(33)	Teacher Corps Assistant Director....	1	2	3	4	5
(34)	Teacher Corps team leaders.........	1	2	3	4	5
(35)	Teacher Corps Program Development Specialist	1	2	3	4	5
(36)	Teacher Corps interns	1	2	3	4	5
(37)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(38)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(39)	University instructors (for Teacher Corps)................	1	2	3	4	5
(40)	Dean of School of Education	1	2	3	4	5
(41)	Cooperating teachers	1	2	3	4	5
(42)	Cooperating principals	1	2	3	4	5
(43)	Superintendent of Schools	1	2	3	4	5
(44)	Teacher unions	1	2	3	4	5
(45)	Members of the community	1	2	3	4	5

21. How much influence have the following individuals or groups had in planning actual instruction of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(46)	Teacher Corps Project Director	1	2	3	4	5
(47)	Teacher Corps Assistant Director	1	2	3	4	5
(48)	Teacher Corps team leaders	1	2	3	4	5
(49)	Teacher Corps Program Development Specialist	1	2	3	4	5
(50)	Teacher Corps interns	1	2	3	4	5
(51)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(52)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(53)	University instructors (for Teacher Corps)	1	2	3	4	5
(54)	Dean of School of Education	1	2	3	4	5
(55)	Cooperating teachers	1	2	3	4	5
(56)	Cooperating principals	1	2	3	4	5
(57)	Superintendent of Schools	1	2	3	4	5
(58)	Teacher unions	1	2	3	4	5
(59)	Members of the community	1	2	3	4	5

22. How much influence have the following individuals or groups had in selecting the original Cycle VI project director?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(60)	Teacher Corps Project Director	1	2	3	4	5
(61)	Teacher Corps Assistant Director....	1	2	3	4	5
(62)	Teacher Corps team leaders.........	1	2	3	4	5
(63)	Teacher Corps Program Development Specialist	1	2	3	4	5
(64)	Teacher Corps interns	1	2	3	4	5
(65)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(66)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(67)	University instructors (for Teacher Corps)................	1	2	3	4	5
(68)	Dean of School of Education	1	2	3	4	5
(69)	Cooperating teachers	1	2	3	4	5
(70)	Cooperating principals	1	2	3	4	5
(71)	Superintendent of Schools	1	2	3	4	5
(72)	Teacher unions	1	2	3	4	5
(73)	Members of the community	1	2	3	4	5

23. How much influence have the following individuals or groups had in selecting the original Cycle VIteam leaders?

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(74)	Teacher Corps Project Director	1	2	3	4	5
(75)	Teacher Corps Assistant Director....	1	2	3	4	5
(76)	Teacher Corps team leaders.........	1	2	3	4	5
(77)	Teacher Corps Program Development Specialist	1	2	3	4	5
(8)	Teacher Corps interns	1	2	3	4	5
(9)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(10)	Community Coordinator (for Teacher Corps)...............	1	2	3	4	5
(11)	University instructors (for Teacher Corps)...............	1	2	3	4	5
(12)	Dean of School of Education	1	2	3	4	5
(13)	Cooperating teachers	1	2	3	4	5
(14)	Cooperating principals	1	2	3	4	5
(15)	Superintendent of Schools	1	2	3	4	5
(16)	Teacher unions	1	2	3	4	5
(17)	Members of the community	1	2	3	4	5

24. How much influence have the following individuals or groups had in the recruitment and selection of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(18)	Teacher Corps Project Director	1	2	3	4	5
(19)	Teacher Corps Assistant Director....	1	2	3	4	5
(20)	Teacher Corps team leaders.........	1	2	3	4	5
(21)	Teacher Corps Program Development Specialist	1	2	3	4	5
(22)	Teacher Corps interns	1	2	3	4	5
(23)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(24)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(25)	University instructors (for Teacher Corps)................	1	2	3	4	5
(26)	Dean of School of Education	1	2	3	4	5
(27)	Cooperating teachers	1	2	3	4	5
(28)	Cooperating principals	1	2	3	4	5
(29)	Superintendent of Schools	1	2	3	4	5
(30)	Teacher unions	1	2	3	4	5
(31)	Members of the community	1	2	3	4	5

25. How much influence have the following individuals or groups had in resolving conflicts between the project and the LEA?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(32)	Teacher Corps Project Director	1	2	3	4	5
(33)	Teacher Corps Assistant Director	1	2	3	4	5
(34)	Teacher Corps team leaders	1	2	3	4	5
(35)	Teacher Corps Program Development Specialist	1	2	3	4	5
(36)	Teacher Corps interns	1	2	3	4	5
(37)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(38)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(39)	University instructors (for Teacher Corps)	1	2	3	4	5
(40)	Dean of School of Education	1	2	3	4	5
(41)	Cooperating teachers	1	2	3	4	5
(42)	Cooperating principals	1	2	3	4	5
(43)	Superintendent of Schools	1	2	3	4	5
(44)	Teacher unions	1	2	3	4	5
(45)	Members of the community	1	2	3	4	5

26. How much influence have the following individuals or groups had in resolving conflicts between the project and the community?

Amount of Influence

		Considerable	Moderate	Limited	None	Don't Know
(46)	Teacher Corps Project Director	1	2	3	4	5
(47)	Teacher Corps Assistant Director....	1	2	3	4	5
(48)	Teacher Corps team leaders.........	1	2	3	4	5
(49)	Teacher Corps Program Development Specialist	1	2	3	4	5
(50)	Teacher Corps interns	1	2	3	4	5
(51)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(52)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(53)	University instructors (for Teacher Corps)	1	2	3	4	5
(54)	Dean of School of Education	1	2	3	4	5
(55)	Cooperating teachers	1	2	3	4	5
(56)	Cooperating principals	1	2	3	4	5
(57)	Superintendent of Schools	1	2	3	4	5
(58)	Teacher unions	1	2	3	4	5
(59)	Members of the community	1	2	3	4	5

27. How much influence have the following individuals or groups had in resolving conflicts between the project and the college or university?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(60)	Teacher Corps Project Director	1	2	3	4	5
(61)	Teacher Corps Assistant Director....	1	2	3	4	5
(62)	Teacher Corps team leaders........	1	2	3	4	5
(63)	Teacher Corps Program Development Specialist	1	2	3	4	5
(64)	Teacher Corps interns	1	2	3	4	5
(65)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(66)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(67)	University instructors (for Teacher Corps)	1	2	3	4	5
(68)	Dean of School of Education	1	2	3	4	5
(69)	Cooperating teachers	1	2	3	4	5
(70)	Cooperating principals	1	2	3	4	5
(71)	Superintendent of Schools	1	2	3	4	5
(72)	Teacher unions	1	2	3	4	5
(73)	Members of the community	1	2	3	4	5

___ ___ ___ ___ ___ ___

S ___ ___ ___

C ___ ___

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PROGRAM DEVELOPMENT SPECIALIST INTERVIEW SCHEDULE

Interviewee: ____________________

School: ____________________

Date: ____________________

Interviewer: ____________________

OMB No. ____________________

Approval Expires: ____________________

CRI - T.C. Form ____________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Program Development Specialist Interview Schedule

1. Do you have ongoing formal evaluation of your project?

Yes (GO TO 1a)	1	(8)
No (SKIP TO 2)	2	

(9)
(10)
(11)
(12)
(13)
(14)
(15)
(16)
(17)
(18)
(19)
(20)

1a. If Yes, what was evaluated?

____

____

1b. How was the data gathered? (WRITE RESPONSE VERBATIM.)

____

____

____

____

____

____

____

Planned discussions	1	(21)
Impromptu discussions	1	(22)
Observation schedule or recording form	1	(23)
Personal observation (without schedule)	1	(24)
Other (specify)________________________	1	(25)
________________________		(26)

1c. Who gathers the data? Who uses the data? (CIRCLE ALL THAT APPLY.)

	Gathers	Uses		
Project Director	1	1	(27)	(28)
PDS or other project staff	1	1	(29)	(30)
Team leaders	1	1	(31)	(32)
Interns	1	1	(33)	(34)
Outside evaluator	1	1	(35)	(36)
Other (specify)	1	1	(37)	(38)

____

(39)
(40)

1d. What changes were made, if any, as a result of evaluation? (41)

____

____

(42)
(43)
(44)
(45)
(46)
(47)

2. Do you have ongoing informal evaluation of your project?

Yes (GO TO 2a) 1 (48)
No (SKIP TO 3) 2

2a. What was the evaluation about? (49)

____

____

(50)
(51)
(52)
(53)
(54)

2b. How was the data gathered? (WRITE RESPONSE VERBATIM.)

Planned discussions	1	(55)
Impromptu discussions	1	(56)
Observation schedule or recording form	1	(57)
Personal observation (without schedule)	1	(58)
Other (specify) ______	1	(59)
______		(60)

2c. Who gathers the data? Who uses the data? (CIRCLE ALL THAT APPLY.)

	Gathers	Uses		
Project Director	1	1	(61)	(62)
PDS or other project staff	1	1	(63)	(64)
Team leaders	1	1	(65)	(66)
Interns	1	1	(67)	(68)
Other (specify)	1	1	(69)	(70)

2d. What changes were made, if any, as a result of evaluation?

(71)
(72)
(73)
(74)
(75)
(76)

3. What is your project's working definition of "competency-based teacher education"?

4. How has "competency-based teacher education" been used in project planning and implementation? (PROBE TO FIND OUT IF INTERNS HAD TO DEMONSTRATE COMPETENCIES AS A REQUIREMENT FOR GRADUATION, AND WHETHER COMPETENCIES WERE COMMON TO ALL INTERNS OR WHETHER THEY VARIED.)

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.___ ___ ___ ___ ___ ___

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C ___ ___

FOR CRI USE ONLY.

TEAM LEADER QUESTIONNAIRE

Name: ____________________

Phone Number: (   ) ____________________

Project: ____________________

Date: ____________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ____________________

Approval Expires: ____________________

CRI - T.C. Form ____________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Team Leader Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. Have you taught in the public schools prior to your participation in the Teacher Corps project?

Yes (GO TO 1a) 1 (8)
No (SKIP TO 3)................. 2

1a. How many years did you teach in public schools prior to your participation in the Teacher Corps project?

__________ no. of years (9, 10)

1b. Have you taught in a school where the majority of the students came from families earning less than $5, 000/year?

Yes (GO TO 1c)................. 1 (11)
No (SKIP TO 2) 2

1c. For how many years have you taught in schools of this kind?

__________ no. of years (12, 13)

2. Prior to becoming a team leader, were you employed as a teacher in your cooperating school district?

Yes (GO TO 2a) 1 (14)
No (SKIP TO 3) 2

2a. Are you presently assigned to the school where you had previously taught?

Yes 1 (15, 16)
No........ 2

3. At any time during your life, have you lived in a neighborhood where the majority of families earned less than $5,000/year?

Yes (GO TO 3a) 1 (17)
No (SKIP TO 4) 2

3a. During which periods of your life did you live in a neighborhood where the majority of families earned less than $5,000 per year?

	Yes	No	Don't Know	
	1	2	3	
When under 6 years old				(18)
When 6-12 years old				(19)
When 13-18 years old				(20)
When 19-25 years old				(21)
From 26 years to the present				(22)

4. What methods of teaching reading/language arts are taught to interns? (e.g., Dystar, Sullivan, phonics, de-coding, etc.)

(23)
______________________________________ (24)
(25)
______________________________________ (26)
(27)
______________________________________ (28)
(29)
(30)

4a. How is this instruction presented? (CIRCLE AS MANY AS APPLY.) (31)

Seminar 1 (32)
Lecture 1 (33)
(34)
Informal meetings 1 (35)
Modules 1 (36)
Other (specify) 1
____

4b. Where is the coursework presented? (CIRCLE AS MANY AS APPLY.)

At the University	1	(37)
At the cooperating school	1	(38)
In the community	1	(39)
Other (specify)	1	(40)

____

5. What kind of formal instruction is given to interns on how to encourage pupil's affective growth?

______________________________ (41)
(42)
______________________________ (43)
(44)
______________________________ (45)

____

6. What kind of instruction or information is given to interns on how to encourage change in public schools? (e.g., school policy, parent-teacher relations, "survival" techniques, curriculum, etc.)

______________________________ (46)
(47)
______________________________ (48)
(49)
______________________________ (50)
(51)
____

7. Have teacher competencies been used in the instruction of interns?

Yes (GO TO 8) 1 (52)
No (SKIP TO 13) 2

8. List the four most important teacher competencies in your program and state the method of instruction for each. (IF THERE IS NOT A SET OF TEACHER COMPETENCIES COMMON TO ALL INTERNS, PLEASE CHECK (✓) THIS BOX ☐ AND GIVE EXAMPLES, IN THE TABLE BELOW, OF FOUR IMPORTANT TEACHER COMPETENCIES IN YOUR PROGRAM.) (53)

(56)
(57)
(58)

Competency | Method of Instruction (59)

(60)
(61)
1. ____________________ ____________________(62)
(54, 55) (63)
____________________(64)
____
____________________(67)
(68)
2. ____________________ ____________________(69)
(65, 66) (70)
____________________(71)
(72)
____________________(73)
(74)
____________________(75)
(10)
3. ____________________ ____________________(11)
(8, 9) (12)
____________________(13)
(14)
____________________(15)
(16)
____________________(17)
(18)
4. ____________________ ____________________
(19, 20) (21)
____________________(22)
(23)
____________________(24)
(25)
____________________(26)
(27)
(28)
(29)

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

9. Who specified these competencies? (CIRCLE AS MANY AS APPLY.)

Interns	1	(30)
Team leaders	1	(31)
Project director	1	(32)
Program development specialist	1	(33)
University staff	1	(34)
School district staff	1	(35)
Community group	1	(36)
Consultants	1	(37)
Other (specify)	1	(38)

____

10. Indicate the method(s) by which the teacher competencies were identified. (CIRCLE AS MANY AS APPLY.)

Survey of research	1	(39)
Group meetings	1	(40)
Classroom observation	1	(41)
Opinion of outside experts	1	(42)
Other (specify)	1	(43)

____

11. Will the demonstration of a common set of teacher competencies be required of interns before graduation from Cycle VI.

Yes	1	(44)
No	2	

12. For the teacher competencies listed in Question No. 8, please indicate the criteria and method of evaluation in the table below.

Competency	Evaluation Criteria	Method of Evaluation	
1. (45, 46)	(47, 48)		(49) (50) (51) (52) (53) (54) (55) (56) (57)
2. (58, 59)	(60, 61)		(62) (63) (64) (65) (66) (67) (68) (69) (70)
3. (71, 72)	(73, 74)		(8) (9) (10) (11) (12) (13) (14) (15) (16)
4. (17, 18)	(19, 20)		(21) (22) (23) (24) (25) (26) (27) (28) (29)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, [illegible])
Instrument Level	(7)

13. Who evaluates the interns' level of achievement in a specific teaching skill or ability? (CIRCLE AS MANY AS APPLY.)

Team leaders	1	(30)
Project director	1	(31)
University/college instructor..........	1	(32)
Cooperating teachers..................	1	(33)
Other interns	1	(34)
Other project staff	1	(35)
Self-evaluation	1	(36)
Other (specify)	1	(37)

____

14. How much simulation feedback training is used in the project? (e.g., role-playing or staged classroom performances based on a specified teaching model and followed by a critique)

More than 4 hours per month on an average........................	1	(38)
2-4 hours per month	2	
Some training but less than 2 hours per month	3	
None	4	

THE NEXT QUESTIONS DEAL WITH THE INTERN'S INSTRUCTIONAL PROGRAM.

15. To what extent do you feel the program allows interns to be self-directed?

Completely	1	(39)
To a large degree	2	
Somewhat......................	3	
Hardly at all	4	
Not at all	5	

16. How much information do you have about what the intern is learning in his School of Education courses?

A great deal (GO TO 16a) 1 (40)
Some (GO TO 16a) 2
Little (GO TO 16a) 3
None (SKIP TO 19) 4

16a. How often do you have the opportunity to help the interns apply the knowledge from his coursework to his classroom teaching?

Almost all the time.................... 1 (41)
A great deal of the time 2
Some of the time 3
Only a little of the time 4
None of the time 5

17. What best describes the style of operation of your Teacher Corps team? (CIRCLE ONLY ONE OF EACH PAIR A-C)

A	Tight Planning (e.g., formal planning)	1	(42)
	OR		
	Loose Planning (e.g., informal planning)	2	
B	Emphasis on Group Projects	1	(43)
	OR		
	Emphasis on Individual Projects	2	
C	Meetings usually held for administrative purposes (e.g., program scheduling, information exchange, etc.) ..	1	(44)
	OR		
	Meeting usually held for non-administrative purposes (e.g., group dynamics, instructional decision-making, etc.)	2	

18. Estimate the hours per week that you as a team leader devote to the following tasks:

Tasks	Hours per Week	
a. Direct supervision of interns.		(45, 46)
b. All classroom teaching (including model teaching).		(47, 48)
c. Leadership role in team teaching (e.g., planning, curriculum development). Not classroom teaching.		(49, 50)
d. Teacher Corps administrator, including liaison work.		(51, 52)
e. Counseling (all types).		(53, 54)
f. Helping intern with community coursework.		(55, 56)
g. Other (specify) ______ ______		(57, 58)

19. Indicate in the table below how often, on the average, an intern asks you for help in the following areas.

Areas	More Than Once a Day	Once a Day	Several Times a Week	Once a Week or Less	
Teaching methods and strategies					(59)
General information					(60)
Curriculum development					(61)
Other (specify) ______					(62) (63)

20. To what extent are you available to the interns for advice and information?

Always available	1	(64)
Usually available	2	
Sometimes available	3	
Never available	4	

21. While in the cooperating school, approximately how many hours per week does an intern receive direct supervision from a Teacher Corps staff member or instructor (not including team leaders)?

______________ no. of hours	(65, 66)

22. While supervising interns, how frequently do you observe and evaluate them on previously identified teaching skills?

Very often (GO TO 22a)	1	(67)
Somewhat often (GO TO 22a)	2	
Rarely (GO TO 22a)	3	
Never (SKIP TO 23)	4	

22a. Do you meet with the interns afterwards to discuss the interns' teaching?

Yes (GO TO 22b)	1	(68)
No (SKIP TO 23)	2	

22b. Based on your observation of intern teaching, do you and the interns work out alternative methods for achieving specified competencies (teaching skills)?

Yes	1	(69)
No	2	

23. How often is videotape or other feedback media used in the field-based experience?

Every day	1	(70)
At least once a week	2	
Every two weeks	3	
At least once a month	4	
At least once a semester/quarter	5	
Never	6	

24. Indicate in the table below how similar or dissimilar your views and the views of the cooperating teacher are in the following areas: (CHECK (✓) WHETHER VERY SIMILAR, SOMEWHAT SIMILAR, SOMEWHAT DISSIMILAR, OR VERY DISSIMILAR)

	Very Similar	Somewhat Similar	Somewhat Dissimilar	Very Dissimilar	
	1	2	3	4	
Supervision of intern					(71)
Curriculum development					(72)
Attainment of Teacher Corps goals					(73)
Identifying needs for intern's professional growth					(74)

25. To what extent do cooperating teachers participate in the overall design of the interns' field-based experience?

To a great extent	1	(75)
To some extent	2	
Not very much	3	
Not at all	4	

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

26. Who selects cooperating teachers in your school? (CIRCLE AS MANY AS APPLY.)

Principal	1	(8)
Other school district personnel	1	(9)
Team leaders	1	(10)
Other Teacher Corps project staff	1	(11)
Interns	1	(12)
Self selection by cooperating teachers	1	(13)
Other (specify)	1	(14)

____

27. Who is responsible for the assignment of interns to cooperating teachers? (CIRCLE AS MANY AS APPLY.)

Principal	1	(15)
Team leader	1	(16)
Interns	1	(17)
Cooperating teachers	1	(18)
Other project staff	1	(19)
Other school district personnel	1	(20)

28. Which of the following have been initiated or expanded in your school as a direct result of the Teacher Corps program? (IN THE TABLE BELOW, CHECK (✓) WHETHER INITIATED OR EXPANDED. IF NEITHER APPLIES CHECK THE "NEITHER" BOX.)

	Initiated	Expanded	Neither	
	1	2	3	
Team teaching				(21)
"Open classrooms"				(22)
Learning centers				(23)
Individually measured instruction				(24)
Modular instruction				(25)
Bilingual instruction				(26)
Ethnically oriented instruction				(27)
Non-graded classrooms				(28)
Pupils not graded on performance				(29)
Ethnic studies				(30)

29. To what extent do you feel interns have had an opportunity to observe innovative teaching at the cooperating school?

To a great extent 1 (31)
Somewhat................. 2
Hardly ever 3
Never 4

30. To what extent do you feel interns have had an opportunity to participate in innovative teaching at the cooperating school?

To a great extent 1 (32)
Somewhat 2
Hardly ever 3
Never 4

31. Does the Teacher Corps project have space available at the cooperating school?

Yes (GO TO 31a)	1	(33)
No (SKIP TO 32)	2	

31a. What type? (CIRCLE AS MANY AS APPLY.)

Classroom space for instruction of interns	1	(34)
Office space	1	(35)
Meeting space	1	(36)
Lounge space	1	(37)
Other (specify)	1	(38)

32. Are there libraries or research centers at your university with instructional materials (e.g., books, films, displays, media equipment, etc.) that you might use in your cooperating school classroom?

Yes (GO TO 32a)	1	(39)
No (SKIP TO 33)	2	
Don't know (SKIP TO 33)	3	

32a. How easy are the materials to obtain for use in your cooperating classroom?

Very easy	1	(40)
Somewhat easy	2	
Somewhat difficult	3	
Very difficult	4	
Impossible	5	

32b. How often do you actually use the materials?

At least once a week	1	(41)
Several times a month	2	
Once a month	3	
Never	4	

THESE NEXT QUESTIONS ASK FOR INFORMATION ABOUT THE COMMUNITY COMPONENT OF THE TEACHER CORPS PROJECT.

33. What is the attitude of the following individuals toward the community work the interns are doing? (CHECK (✓) THE APPROPRIATE BOXES.)

	Highly Favorable 1	Somewhat Favorable 2	Somewhat Unfavorable 3	Highly Unfavorable 4	Indifferent 5	Don't Know or Does Not Apply 6	
Cooperating teachers							(42)
Other teachers at school							(43)
Teacher unions							(44)
Team leaders							(45)
Principal							(46)

34. Do Teacher Corps staff and interns work with social agencies providing services to families in the community? (e.g., welfare, medical care, legal aid, probation and parole.)

Yes (GO TO 34a) 1 (47)
No (SKIP TO 35) 2

34a. If Yes, please describe:

________________________________ (48)
________________________________ (49)
________________________________ (50)
________________________________ (51)
________________________________ (52)
________________________________ (53)
________________________________ (54)
(55)
(56)

35. Did you recieve any type of training in connection with Teacher Corps?

Yes (GO TO 35a) 1 (57)
No (SKIP TO 36) 2

35a. In the table below please describe the formal training experiences you have had in connection with the Teacher Corps program. (IF TRAINING LASTED LESS THAN A WEEK, PLEASE INDICATE WITH A ZERO "0" UNDER "DURATION OF TRAINING" AND WRITE IN NUMBER OF HOURS UNDER "HOURS PER WEEK")

			Type (Check One)		Quality of training experience (Check One)			Usefulness of training in terms of your own Teacher Corps needs (Check One)		
Name of Course	Duration of training (number of weeks)	Hours per week	pre-service	in-service	good	fair	poor	good	fair	poor
(58)	(59, 60)	(61, 62)		(63)			(64)			(65)
(66)	(67, 68)	(69, 70)		(71)			(72)			(73)
(8)	(9, 10)	(11, 12)		(13)			(14)			(15)
[illegible]	(17, 18)	(19, 20)		(21)			(22)			(23)
[illegible]	(25, 26)	(27, 28)		(29)			(30)			(31)
(32)	(33, 34)	(35, 36)		(37)			(38)			(39)
(40)	(41, 42)	(43, 44)		(45)			(46)			(47)
(48)	(49, 50)	(51, 52)		(53)			(54)			(55)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

36. In your opinion, what are the primary goals of this Teacher Corps project? (LIST UP TO THREE, IN ORDER OF IMPORTANCE.)

1. ______________________________ (56)

2. ______________________________ (57)

3. ______________________________ (58)

37. Are you aware of any project decision-making bodies or advisory councils that are having a direct impact on the Teacher Corps activities at your school?

Yes (GO TO 37a)	....	1	(59)
No (SKIP TO 38)	....	2	

37a. Please list the names of each of these groups and check who is represented on each.

Group Names		Project Director	Interns	Community Coordinator	LEA Coordinator	Program Development Specialist	Team Leaders	University Instructor or Dean	Cooperating School Principal	Cooperating Teacher
		1	2	3	4	5	6	7	8	9
1.	(60)	(61)	(62)	(63)	(64)	(65)	(66)	(67)	(68)	(69)
2.	(70)	(71)	(72)	(73)	(74)	(75)	(76)	(77)	(8)	(9)
3.	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
4.	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
5.	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)
6.	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)	(49)
7.	(50)	(51)	(52)	(53)	(54)	(55)	(56)	(57)	(58)	(59)
8.	(60)	(61)	(62)	(63)	(64)	(65)	(66)	(67)	(68)	(69)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

38. How much influence have the following individuals or groups had in planning project goals?

Amount of Influence

		Considerable	Moderate	Limited	None	Don' Know
(70)	Teacher Corps Project Director	1	2	3	4	5
(71)	Teacher Corps Assistant Director	1	2	3	4	5
(72)	Teacher Corps team leaders	1	2	3	4	5
(73)	Teacher Corps Program Development Specialist	1	2	3	4	5
(74)	Teacher Corps interns	1	2	3	4	5
(75)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(76)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(77)	University instructors (for Teacher Corps)	1	2	3	4	5
(8)	Dean of School of Education	1	2	3	4	5
(9)	Cooperating teachers	1	2	3	4	5
(10)	Cooperating principals	1	2	3	4	5
(11)	Superintendent of Schools	1	2	3	4	5
(12)	Teacher unions	1	2	3	4	5
(13)	Members of the community	1	2	3	4	5

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

40. How much influence have the following individuals or groups had in selecting the original Cycle VI project director?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don' Kno
(28)	Teacher Corps Project Director	1	2	3	4	5
(29)	Teacher Corps Assistant Director....	1	2	3	4	5
(30)	Teacher Corps team leaders.........	1	2	3	4	5
(31)	Teacher Corps Program Development Specialist	1	2	3	4	5
(32)	Teacher Corps interns	1	2	3	4	5
(33)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(34)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(35)	University instructors (for Teacher Corps)................	1	2	3	4	5
(36)	Dean of School of Education	1	2	3	4	5
(37)	Cooperating teachers	1	2	3	4	5
(38)	Cooperating principals	1	2	3	4	5
(39)	Superintendent of Schools	1	2	3	4	5
(40)	Teacher unions	1	2	3	4	5
(41)	Members of the community	1	2	3	4	5

39. How much influence have the following individuals or groups had in planning actual instruction of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(14)	Teacher Corps Project Director	1	2	3	4	5
(15)	Teacher Corps Assistant Director....	1	2	3	4	5
(16)	Teacher Corps team leaders.........	1	2	3	4	5
(17)	Teacher Corps Program Development Specialist	1	2	3	4	5
(18)	Teacher Corps interns	1	2	3	4	5
(19)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(20)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(21)	University instructors (for Teacher Corps)................	1	2	3	4	5
(22)	Dean of School of Education	1	2	3	4	5
(23)	Cooperating teachers	1	2	3	4	5
(24)	Cooperating principals	1	2	3	4	5
(25)	Superintendent of Schools	1	2	3	4	5
(26)	Teacher unions	1	2	3	4	5
(27)	Members of the community	1	2	3	4	5

41. How much influence have the following individuals or groups had in in selecting the original Cycle VI team leaders?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(42)	Teacher Corps Project Director	1	2	3	4	5
(43)	Teacher Corps Assistant Director....	1	2	3	4	5
(44)	Teacher Corps team leaders.........	1	2	3	4	5
(45)	Teacher Corps Program Development Specialist	1	2	3	4	5
(46)	Teacher Corps interns	1	2	3	4	5
(47)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(48)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(49)	University instructors (for Teacher Corps)................	1	2	3	4	5
(50)	Dean of School of Education	1	2	3	4	5
(51)	Cooperating teachers	1	2	3	4	5
(52)	Cooperating principals	1	2	3	4	5
(53)	Superintendent of Schools	1	2	3	4	5
(54)	Teacher unions	1	2	3	4	5
(55)	Members of the community	1	2	3	4	5

42. How much influence have the following individuals or groups had in the recruitment and selection of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(56)	Teacher Corps Project Director	1	2	3	4	5
(57)	Teacher Corps Assistant Director....	1	2	3	4	5
(58)	Teacher Corps team leaders.........	1	2	3	4	5
(59)	Teacher Corps Program Development Specialist	1	2	3	4	5
(60)	Teacher Corps interns	1	2	3	4	5
(61)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(62)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(63)	University instructors (for Teacher Corps)	1	2	3	4	5
(64)	Dean of School of Education	1	2	3	4	5
(65)	Cooperating teachers	1	2	3	4	5
(66)	Cooperating principals	1	2	3	4	5
(67)	Superintendent of Schools	1	2	3	4	5
(68)	Teacher unions	1	2	3	4	5
(69)	Members of the community	1	2	3	4	5

43. How much influence have the following individuals or groups had in resolving conflicts between the project and the LEA?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(70)	Teacher Corps Project Director	1	2	3	4	5
(71)	Teacher Corps Assistant Director....	1	2	3	4	5
(72)	Teacher Corps team leaders.........	1	2	3	4	5
(73)	Teacher Corps Program Development Specialist	1	2	3	4	5
(74)	Teacher Corps interns	1	2	3	4	5
(75)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(76)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(77)	University instructors (for Teacher Corps)................	1	2	3	4	5
(8)	Dean of School of Education	1	2	3	4	5
(9)	Cooperating teachers	1	2	3	4	5
(10)	Cooperating principals	1	2	3	4	5
(11)	Superintendent of Schools	1	2	3	4	5
(12)	Teacher unions	1	2	[✓ 3]	4	5
(13)	Members of the community	1	2	3	4	5

oject Code	(1, 2)
e Group	(3, 4)
rd Number	(5, 6)
trument Level	(7)

44. How much influence have the following individuals or groups had in resolving conflicts between the project and the community?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(14)	Teacher Corps Project Director	1	2	3	4	5
(15)	Teacher Corps Assistant Director....	1	2	3	4	5
(16)	Teacher Corps team leaders.........	1	2	3	4	5
(17)	Teacher Corps Program Development Specialist	1	2	3	4	5
(18)	Teacher Corps interns	1	2	3	4	5
(19)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(20)	Community Coordinator (for Teacher Corps)...............	1	2	3	4	5
(21)	University instructors (for Teacher Corps)...............	1	2	3	4	5
(22)	Dean of School of Education	1	2	3	4	5
(23)	Cooperating teachers	1	2	3	4	5
(24)	Cooperating principals	1	2	3	4	5
(25)	Superintendent of Schools	1	2	3	4	5
(26)	Teacher unions	1	2	3	4	5
(27)	Members of the community	1	2	3	4	5

45. How much influence have the following individuals or groups had in resolving conflicts between the project and the college or university?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
8)	Teacher Corps Project Director	1	2	3	4	5
9)	Teacher Corps Assistant Director....	1	2	3	4	5
0)	Teacher Corps team leaders.........	1	2	3	4	5
1)	Teacher Corps Program Development Specialist	1	2	3	4	5
2)	Teacher Corps interns	1	2	3	4	5
3)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
4)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
5)	University instructors (for Teacher Corps)................	1	2	3	4	5
6)	Dean of School of Education	1	2	3	4	5
7)	Cooperating teachers	1	2	3	4	5
8)	Cooperating principals	1	2	3	4	5
9)	Superintendent of Schools	1	2	3	4	5
0)	Teacher unions	1	2	3	4	5
1)	Members of the community	1	2	3	4	5

40. When teachers of reading find that their students have difficulty in learning to read, they often explain such difficulties in a variety of ways. The following list contains some factors often mentioned as decisive in determining how well a child learns to read. It is important that your answers reflect solely your own opinions. (FOR EACH ITEM BELOW, INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY CHECKING THE APPROPRIATE SPACE.)

Failure in learning to read well is usually traceable to:	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4	
a. How carefully the student works.					(42)
b. How much creativity the teacher has.					(43)
c. How much confidence the student has in himself.					(44)
d. Whether the teacher likes the student.					(45)
e. How difficult the reading material is.					(46)
f. The ability of the teacher to communicate with her students.					(47)
g. How fortunate the student is in general					(48)
h. How alert the student is during reading instruction.					(49)
i. How much teacher preparation goes into a reading lesson.					(50)
j. How much the student cares about learning to read.					(51)
k. The socioeconomic background of the student.					(52)
l. How much competency the teacher has.					(53)
m. The ability of the teacher to individualize instruction.					(54)

	Strongly Agree	Agree	Disagree	Strongly Disagree	
	1	2	3	4	
n. Whether the student's parents read at home.					(55)
o. How much time the student spends in working on reading.					(56)
p. Whether the student is a boy or a girl.					(57)
q. Whether the student's parent(s) belong to an ethnic group that is verbally oriented.					(58)
r. How much academic ability the student has.					(59)

46a. Considering only the items in the above question, choose the three that you believe are most decisive in determining how well a child learns to read and rank them 1, 2, and 3 on the lines provided below by writing in the item letter in the proper ranking.

1. ________ (60)
2. ________ (61)
3. ________ (62)

(63)
(64)
(65)

EXPLANATIONS OF POVERTY

47. LISTED BELOW ARE SOME REASONS OFTEN GIVEN FOR POVERTY. PLEASE RATE EACH REASON IN TERMS OF ITS IMPORTANCE IN CAUSING POVERTY BY PLACING A CHECK (✓) IN THE APPROPRIATE COLUMN. IT IS IMPORTANT THAT YOUR ANSWERS REFLECT SOLELY YOUR OWN OPINIONS.

		very important	somewhat important	not important	
		1	2	3	
a.	Lack of thrift and proper money management by poor people				(66)
b.	Lack of effort by the poor themselves				(67)
c.	Lack of ability and talent among poor people				(68)
d.	Loose morals and drunkenness				(69)
e.	Sickness and physical handicaps				(70)
f.	Low wages in some business and industries				(71)
g.	Failure of society to provide good schools for many Americans				(72)
h.	Prejudice and discrimination against poor people				(73)
i.	Failure of private industry to provide enough jobs				(74)
j.	Being taken advantage of by rich people				(75)
k.	Just bad luck				(76)

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___ ___ ___ ___ ___ ___

S ___ ___ ___

C ___ ___

FOR CRI USE ONLY.

TEAM LEADER INTERVIEW SCHEDULE

Interviewee: ______________________

School: ______________________

Date: ______________________

Interviewer: ______________________

OMB No. ______________________

Approval Expires: ______________________

CRI - T. C. Form ______________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Team Leader Interview Schedule

1. What do you feel is your role as a Teacher Corps team leader?

(8)
(9)
(10)
(11)
(12)
(13)
(14)
(15)
(16)

2. What non-teaching experiences have you had that you feel are relevant to Teacher Corps?

(17)
(18)
(19)
(20)
(21)

3. How would you define the role of the cooperating teacher?

(22)
(23)
(24)
(25)
(26)
(27)

4. In what ways do you feel the program is supportive of the personal growth of interns?

(28)
(29)
(30)
(31)
(32)
(33)

5. Does the school environment allow interns to bring about change in the school?

Yes (ASK 5b)................... 1 (34)
No (ASK 5a) 2

5a. Why not? (PROBE FOR FACTORS IN ENVIRONMENT WHICH INHIBIT INTERNS BRINGING ABOUT CHANGE.)

(35)
(36)
(37)
(38)
(39)
(40)
(41)

5b. Have the interns brought about change?

Yes (ASK 5c)................... 1 (42)
No (ASK 5d).................... 2

5c. In what ways? (PROBE FOR EXAMPLES)

(43)
(44)
(45)
(46)
(47)
(48)
(49)

End Interview Here.

5d. What are the reasons?

(50)
(51)
(52)
(53)

End Interview Here.

Thank you for your time and cooperation.

___	___	___	___	___	___
S	___	___	___		
C	___	___			

FOR CRI USE ONLY.

INTERN QUESTIONNAIRE I

Name: ______________________

Phone Number: (   ) ______________________

Project: ______________________

Date: ______________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ______________________

Approval Expires: ______________________

CRI - T. C. Form ______________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Intern Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. How did you hear about Teacher Corps? (CIRCLE AS MANY AS APPLY.)

Former interns	1	(8)
Community group	1	(9)
Regional Office of Teacher Corps	1	(10)
Public media (T. V., radio, newspapers, etc.)	1	(11)
Posted announcement	1	(12)
Mailed announcement	1	(13)
Word of mouth	1	(14)
Other (specify)	1	(15)
______________________		(16)

2. Were any university or college requirements waived for you at the time you entered the Teacher Corps program?

Yes (GO TO 2a)	1	(17)
No (SKIP TO 3)	2	
Don't Know (SKIP TO 3)	3	

2a. Specify what kinds of requirements were waived.

1. ______________________ (18)
2. ______________________ (19)
3. ______________________ (20)

(21)

3. How long does it usually take you to travel (one way) from the university or college to your cooperating school(s)? (22, 23)

____
no. of minutes

4. In your opinion, what are the primary goals of this Teacher Corps project? (LIST UP TO THREE, IN ORDER OF IMPORTANCE.)

a. ______________________________ (24)

b. ______________________________ (25)

c. ______________________________ (26)

THIS NEXT SET OF QUESTIONS DEALS WITH YOUR ACADEMIC INSTRUCTION.

5. What is the average number of credit hours you take per semester/quarter?

(27, 28) (29)

____
Avg. no. of hours

per semester ☐

per quarter ☐

6. What percent of your total academic program is comprised of courses outside the School of Education?

0-10%	1	(30)
11-25%	2	
26-50%	3	
Over 50%	4	

7. What instructional activities (e.g., workshops) were you involved in during the summer of 1972?

______________________________ (31)
______________________________ (32)
______________________________ (33)
______________________________ (34)
______________________________ (35)
(36)

8. How much choice do you have in determining the order in which you take Teacher Corps courses?

In more than 2/3 of the courses 1 (37)
In 1/3 to 2/3 of the courses 2
In some but less than 1/3 of the courses 3
No choice.. 4

9. How often can you choose the pace at which you proceed through your coursework?

In more than 2/3 of the courses 1 (38)
In 1/3 to 2/3 of the courses 2
In some, but less than 1/3 of the courses 3
Never 4

10. Please indicate the total number of units you have taken during the two years of the Teacher Corps project, and their distribution in the following categories.

	No. of Units	
Required courses		(39, 40)
Elective courses		(41, 42)
Classroom teaching		(43, 44)
Independent study		(45, 46)
Total number of units		

11 Did your Teacher Corps program ever require you to demonstrate a teaching skill or ability?

Yes (GO TO 12) 1 (47)
No (SKIP TO 16) 2

12. Please list below the 4 most important teaching skills or abilities you were required to demonstrate. In the space marked "method of instruction" please describe the way in which these skills or abilities were taught.

Teaching Skill or Ability Method of Instruction (50)
(51)
(52)
1. ____________________ ____________________ (53)
(48, 49) (54)
____________________ (55)
(56)
____________________ (57)
(58)
____

(61)
2. ____________________ ____________________ (62)
(59, 60) (63)
____________________ (64)
(65)
____________________ (66)
(67)
(68)
____
(69)
3. ____________________ ____________________ (8)
(70, 71) (9)
____________________ (10)
(11)
____________________ (12)
(13)
____________________ (14)
(15)
4. ____________________ ____________________ (16)
(17, 18)

____________________ (19)
(20)
____________________ (21)
(22)
____________________ (23)
(24)
(25)
(26)
(27)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

13. Who specified these teaching skills or abilities? (CIRCLE AS MANY AS APPLY.)

Interns	1	(28)
Team leaders	1	(29)
Project director	1	(30)
Program development specialist	1	(31)
University staff	1	(32)
School district staff	1	(33)
Community group	1	(34)
Consultants	1	(35)
Other (specify)	1	(36)

____

14. Who evaluates your level of achievement in a specific teaching skill or ability? (CIRCLE AS MANY AS APPLY.)

Team leaders	1	(37)
Project director	1	(38)
University instructors	1	(39)
Cooperating teachers	1	(40)
Other interns	1	(41)
Other project staff	1	(42)
Self-evaluation	1	(43)
Other (specify)	1	(44)

____

15. How much simulation feedback training do you receive? (e.g., role-playing or staged classroom performances based on a specific teaching model and followed by a critique)

More than 4 hours in an average month	1	(45)
2 to 4 hours per month	2	
Some training but less than 2 hours per month	3	
None	4	

16. Did the Teacher Corps program try to support your growth as a person in any way?

Yes (GO TO 16a) 1 (46)
No (SKIP TO 17) 2

16a. Please describe the ways in which support was given?

______________________________ (47)
______________________________ (48)
______________________________ (49)
______________________________ (50)
______________________________ (51)
______________________________ (52)

THE NEXT QUESTIONS ASK FOR INFORMATION ABOUT YOUR EXPERIENCES IN THE COOPERATING SCHOOL.

17. What best describes the style of operation of your Teacher Corps team? (CIRCLE ONLY ONE OF EACH PAIR A-C.)

A	Tight Planning (e.g., formal planning)	1	(53)
	OR		
	Loose Planning (e.g., informal planning)	2	
B	Emphasis on Group Projects	1	(54)
	OR		
	Emphasis on Individual Projects	2	
C	Meetings usually held for administrative purposes (e.g., program scheduling, information exchange, etc.)	1	(55)
	OR		
	Meetings usually held for non-administrative purposes (e.g., group dynamics, instructional decision-making, etc.)	2	

18. How similar or dissimilar are the views of the cooperating teacher(s) and the team leader(s) in the following areas: (CHECK (✓) WHETHER VERY SIMILAR, SOMEWHAT SIMILAR, SOMEWHAT DISSIMILAR, VERY DISSIMILAR.)

	Similar	Somewhat Similar	Somewhat Dissimilar	Very Dissimilar	
	1	2	3	4	
Supervision of Intern					(56)
Curriculum Development					(57)
Attainment of Teacher Corps Goals					(58)
Identifying Needs for Interns Professional Growth					(59)
Other (specify) ______________________					(60)

19. Please indicate on the table below how often, on the average, you ask the team leader for help in the following areas:

Areas	More than once a week 1	Once a Day 2	Several Times a Week 3	Once a Week or Less 4	
a. Teaching methods and strategies					(61)
b. General Information					(62)
c. Curriculum development					(63)
d. Other (specify) ____________ ____________					(64) (65)

20. How often is the team leader available for advice and information? (66)

Always available 1
Usually available 2
Sometimes available 3
Never available 4

21. In your opinion, what is the role of the cooperating teacher? (67)

(68)
(69)
(70)
(71)
(72)

____
____
____
____
____
____
____

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

22. While in the Cooperating Schools, approximately how many hours per week do you receive direct supervision from a Teacher Corps staff member or instructor (not including team leaders)?

______________ (8, 9)
Avg. no. of hours

23. How frequently does the team leader observe and evaluate you on previously identified teaching skills?

Very often (GO TO 23a). 1 (10)
Somewhat often (GO TO 23a) 2
Rarely (GO TO 23a) 3
Never (SKIP TO 24) 4

23a. Does the team leader meet with you afterwards to discuss your progress?

Yes (GO TO 23b) 1 (11)
No (SKIP TO 24) 2

23b. Based on this observation, do you and the team leader work out alternative methods for achieving specified competencies (teaching skills)?

Yes 1 (12)
No 2

24. How often is videotape or other feedback media used in the field-based experience?

Every day 1 (13)
At least once a week 2
Every two weeks 3
Once a month 4
At least once a semester 5
Never 6

25. To what extent would you say the following individuals are supportive of your efforts in the cooperating school? (CHECK (✓) THE APPROPRIATE BOXES IN THE TABLE BELOW.)

	Completely	To a Large Degree	Somewhat	Very Little	Not at All	
	1	2	3	4	5	
Principal						(14)
Cooperating teacher						(15)
Other school staff						(16)

26. To what extent do you feel interns have had an opportunity to observe innovative teaching at the cooperating school?

To a great extent	1	(17)
Somewhat..................	2	
Not very much	3	
Not at all..................	4	

27. To what extent do you feel interns have had an opportunity to participate in innovative teaching at the cooperating school?

To a great extent	1	(18)
Somewhat	2	
Not very much	3	
Not at all	4	

28. To what extent would you say parents are supportive of the school?

To a great extent	1	(19)
Somewhat..................	2	
Not very much	3	
Not at all	4	

29. Does the school environment allow interns to bring about change in the school outside their classrooms?

Yes (GO TO 29a) 1 (20)
No (SKIP TO 29c) 2

29a. Have you brought any such change?

Yes (GO TO 29b) 1 (21)
No (SKIP TO 29c) 2

29b. Please describe these changes. (22) (23)

____ (24)

____ (25) (26)

____ (27)

____ (28)

29c. What in the school environment discourages change?

____ (29)

____ (30)

____ (31)

____ (32)

THE NEXT SET OF QUESTIONS DEALS WITH THE INTERNS' EXPERIENCES IN THE COMMUNITY.

30. In what types of activities do you participate during the community component phase of the project? (CIRCLE AS MANY AS APPLY.)

Tutor children	1	(33)
Work to involve parents in school activities	1	(34)
Work with community organizations	1	(35)
Operate day care centers..............................	1	(36)
Provide specialized educational opportunities (e.g., early childhood education, etc.)	1	(37)
Offer specialized community services (e.g., after school nursery and Kindergarten services in low-income neighborhoods)	1	(38)
Helps social agencies provide services to families (e.g., welfare, legal aid, probation and parole)	1	(39)
Other (specify) ______________________________	1	(40)

____

31. Do you choose your own community projects?

Yes (SKIP TO 32)................	1	(41)
No (GO TO 31a)	2	

31a. Who makes the choice?

____ (42)

____

____

32. Indicate by checks (✓) in the table below who supervised you in your community-based activities and how often this supervision took place.

	Several Times a Week 1	Once a Week 2	Twice a Month 3	Once a Month or Less 4	Never 5	
Community coordinator						(43)
Team leader						(44)
University staff (specify) ____________________						(45) (46)
Other (specify) ____________________						(47) (48)

32a. In general, how helpful is this supervision?

Very helpful	1	(49)
Somewhat helpful	2	
Not very helpful	3	
Not at all helpful..........	4	

THE NEXT QUESTIONS DEAL WITH YOUR CURRENT COMMUNITY ACTIVITIES.

33. In what particular community-oriented activities, projects and/or organizations are you currently involved? We are interested only in the community where you teach. (PLEASE DESCRIBE BELOW.)

(50)
____ (51)
(52)
____ (53)
(54)
____ (55)
(56)
____ (57)
(58)

34. About how many hours per week do you spend in these community activities?

_______________________________ (59, 60)
Avg. no. of hours per week

35. Do you live in the community in which you teach (i. e., the area which your cooperating school serves)?

Yes 1 (61)
No 2

36. In what specific ways are you involved with the parents of children in your class? (PLEASE DESCRIBE BELOW.)

_______________________________ (62)
_______________________________ (63)
_______________________________ (64)
_______________________________ (65)
_______________________________ (66)

37. About how many hours per week do you spend in activities involving parents?

_______________________________ (67, 68)
Avg. no. of hours per week

38. What special school resources (i. e., equipment, materials and/or school personnel) do you utilize in your teaching? (PLEASE DESCRIBE BELOW.)

_______________________________ (69)
_______________________________ (70)
_______________________________ (71)
_______________________________ (72)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

39. What community resources (i.e., facilities such as libraries or recreational facilities, special community services or agencies, and/or special community resource people) do you utilize in your teaching? (PLEASE DESCRIBE BELOW.)

(8)
(9)
(10)
(11)
(12)
(13)
(14)

40. Please rate how important you view the objective of bringing about educational change within your cooperating school.

Very important 1 (15)
Somewhat important 2
Not very important 3
Not at all important 4

41. Please indicate how much influence you feel you have in bringing about educational change within your cooperating school.

A great deal 1 (16)
Some 2
Not very much 3
None 4

THESE NEXT QUESTIONS DEAL WITH THE TEACHER CORPS PROJECT AND YOUR FEELINGS ABOUT IT.

42. To what extent do you feel accepted as an individual by each of the following groups. (INDICATE YOUR ANSWERS BY CHECKING (✓) THE APPROPRIATE BOXES IN THE TABLE BELOW.)

	Completely 1	To a Large Degree 2	Somewhat 3	Not at All 4	
a. Other interns on your team					(17)
b. Team leader					(18)
c. Other Teacher Corps staff					(19)
d. Cooperating Teacher					(20)
e. Other cooperating school staff					(21)

43. How often have interns in your project participated in the following: (PLEASE ANSWER BOTH 43a AND 43b.)

43a. Training in cross-cultural/ethnic awareness:

Very often	1	(22)
Somewhat often	2	
Rarely	3	
Never	4	

43b. Sensitivity training (formal training only):

Very often	1	(23)
Somewhat often	2	
Rarely	3	
Never	4	

44. To what extent do you feel the program allows interns to be self-directed?

Completely	1	(24)
To a large degree	2	
Somewhat	3	
Not at all	4	

45. Do you participate on any Teacher Corps project decision-making bodies or advisory councils?

Yes (GO TO 45a) 1 (25)
No (SKIP TO 46) 2

45a. Please list the names of each of these groups and check who is represented on each.

Group Names		Project Director	Interns	Community Coordinator	LEA Coordinator	Program Development Specialist	Team Leaders	University Instructor or Dean	Cooperating School Principal	Cooperating Teacher
1.	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)
2.	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)
3.	(46)	(47)	(48)	(49)	(50)	(51)	(52)	(53)	(54)	(55)
4.	(56)	(57)	(58)	(59)	(60)	(61)	(62)	(63)	(64)	(65)
5.	(66)	(67)	(68)	(69)	(70)	(71)	(72)	(73)	(74)	(75)
6.	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
7.	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)
8.	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

46. Considering the following individuals, from whom do you feel you have learned the most. (PLEASE RANK ALL SIX INDIVIDUALS USING A SCALE OF 1 THROUGH 6 WHERE 1 = MOST, AND 6 = LEAST.)

Team leader .... ______ (38)

Cooperating teacher.................. ______ (39)

University instructor................. ______ (40)

Project director .... ______ (41)

Other project staff member .... ______ (42)

Community group or member .... ______ (43)

IN THE FOLLOWING [illegible], WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

47. How much influence have the following individuals or groups had in planning project goals?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(44)	Teacher Corps Project Director	1	2	3	4	5
(45)	Teacher Corps Assistant Director	1	2	3	4	5
(46)	Teacher Corps team leaders	1	2	3	4	5
(47)	Teacher Corps Program Development Specialist	1	2	3	4	5
(48)	Teacher Corps interns	1	2	3	4	5
(49)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(50)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(51)	University instructors (for Teacher Corps)	1	2	3	4	5
(52)	Dean of School of Education	1	2	3	4	5
(53)	Cooperating teachers	1	2	3	4	5
(54)	Cooperating principals	1	2	3	4	5
(55)	Superintendent of Schools	1	2	3	4	5
(56)	Teacher unions	1	2	3	4	5
(57)	Members of the community	1	2	3	4	5

48. How much influence have the following individuals or groups had in planning actual instruction of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(58)	Teacher Corps Project Director	1	2	3	4	5
(59)	Teacher Corps Assistant Director	1	2	3	4	5
(60)	Teacher Corps team leaders	1	2	3	4	5
(61)	Teacher Corps Program Development Specialist	1	2	3	4	5
(62)	Teacher Corps interns	1	2	3	4	5
(63)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(64)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(65)	University instructors (for Teacher Corps)	1	2	3	4	5
(66)	Dean of School of Education	1	2	3	4	5
(67)	Cooperating teachers	1	2	3	4	5
(68)	Cooperating principals	1	2	3	4	5
(69)	Superintendent of Schools	1	2	3	4	5
(70)	Teacher unions	1	2	3	4	5
(71)	Members of the community	1	2	3	4	5

49. How much influence have the following individuals or groups had in the recruitment and selection of interns?

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(72)	Teacher Corps Project Director	1	2	3	4	5
(73)	Teacher Corps Assistant Director....	1	2	3	4	5
(74)	Teacher Corps team leaders.........	1	2	3	4	5
(75)	Teacher Corps Program Development Specialist	1	2	3	4	5
(76)	Teacher Corps interns	1	2	3	4	5
(77)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(8)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(9)	University instructors (for Teacher Corps)................	1	2	3	4	5
(10)	Dean of School of Education	1	2	3	4	5
(11)	Cooperating teachers	1	2	3	4	5
(12)	Cooperating principals	1	2	3	4	5
(13)	Superintendent of Schools	1	2	3	4	5
(14)	Teacher unions	1	2	3	4	5
(15)	Members of the community	1	2	3	4	5

50. How much influence have the following individuals or groups had in resolving conflicts between the project and the community?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(16)	Teacher Corps Project Director	1	2	3	4	5
(17)	Teacher Corps Assistant Director	1	2	3	4	5
(18)	Teacher Corps team leaders	1	2	3	4	5
(19)	Teacher Corps Program Development Specialist	1	2	3	4	5
(20)	Teacher Corps interns	1	2	3	4	5
(21)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(22)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(23)	University instructors (for Teacher Corps)	1	2	3	4	5
(24)	Dean of School of Education	1	2	3	4	5
(25)	Cooperating teachers	1	2	3	4	5
(26)	Cooperating principals	1	2	3	4	5
(27)	Superintendent of Schools	1	2	3	4	5
(28)	Teacher unions	1	2	3	4	5
(29)	Members of the community	1	2	3	4	5

Thank you for your time and cooperation.

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FOR CRI USE ONLY.

COMMUNITY COORDINATOR QUESTIONNAIRE

Name: ______________________

Phone Number: ( ) ______________________

Project: ______________________

Date: ______________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ______________________

Approval Expires: ______________________

CRI - T. C. Form ______________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Community Coordinator Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. How did the Teacher Corps project go about recruiting interns for your program? (CIRCLE AS MANY AS APPLY.)

Used former interns to recruit	1	(8)
Used community groups to recruit	1	(9)
Used Regional Office of Teacher Corps	1	(10)
Used public media (T. V., radio, newspapers, etc.)	1	(11)
Posted announcement	1	(12)
Mailed announcement	1	(13)
Word of mouth	1	(14)
Other (specify) ________________	1	(15)
Don't know	1	(16)

2. Were there certain groups from which your Teacher Corps project wished to recruit that were difficult to contact?

Yes (GO TO 3a)	1	(17)
No (SKIP TO 4)	2	

3. What were these groups?

____

____

(18)
(19)
(20)
(21)
(22)
(23)
(24)
(25)
(26)
(27)

3a. What strategy was used to contact these potential interns? (28) (29) (30) (31) (32)

____

____

4. Are you responsible for implementing and overseeing community activities of Teacher Corps interns? (33)

Yes (SKIP TO 4b) 1
No (GO TO 4a) 2

4a. Who is the person responsible for implementing and overseeing community activities of Teacher Corps interns? (34)

LEA Coordinator 1
Team Leader 2
Other (specify) 3

_____ ____________________

4b. What percent of your (or the responsible individual's) working time is spent in this activity? (35, 36)

__________%

4c. Is there anyone else who assists in implementing or overseeing these community-based educational activities? (37)

Yes (GO TO 4d) 1
No (SKIP TO 5) 2

4d. Who is this person?

____ (38)
Title

5. In what types of activities does the intern participate during the community phase of the project? (CIRCLE AS MANY AS APPLY.)

Tutors children	1	(39)
Works to involve parents in school activities	1	(40)
Works with community organizations	1	(41)
Operates day care centers	1	(42)
Provides specialized educational opportunities (e.g., early childhood education, etc.)	1	(43)
Offers specialized community services (e.g., after school nursery and kindergarten services in low income neighborhoods)	1	(44)
Helps social agencies provide services to families (e.g., welfare, legal aid, probation and parole)	1	(45)
Other (specify) ______________________	1	(46)

____

6. Indicate by checks (✓) in the table below who supervised interns in their community-based activities and how often this supervision took place.

	Several Times a Week	Once a Week	Twice a Month	Once a Month or Less	Never	
	1	2	3	4	5	
Community Coordinator						(47)
Team Leader						(48)
University Staff (specify)____________ ______________						(49) (50)
Other(specify)________ ______________						(51) (52)

7. Did you receive any type of training in connection with Teacher Corps?

Yes (GO TO 7a)...........1 (53)
No (SKIP TO 8)...........2

7a. In the table below please describe the formal training experiences you have had in connection with the Teacher Corps program. **(IF TRAINING LASTED LESS THAN A WEEK, PLEASE INDICATE WITH A ZERO "O" UNDER "DURATION OF TRAINING" AND WRITE IN NUMBER OF HOURS UNDER "HOURS PER WEEK")**

			Type (Check One)		Quality of training experience (Check One)			Usefulness of training in terms of your own Teacher Corps needs (Check One)		
Name of Course	Duration of training (number of weeks)	Hours per week	pre-service	in-service	good	fair	poor	good	fair	poor
(54)	(55, 56)	(57, 58)		(59)			(60)			(61)
(62)	(63, 64)	(65, 66)		(67)			(68)			(69)
(70)	(71, 72)	(73, 74)		(75)			(76)			(77)
(8)	(9, 10)	(11, 12)		(13)			(14)			(15)
(16)	(17, 18)	(19, 20)		(21)			(22)			(23)
(24)	(25, 26)	(27, 28)		(29)			(30)			(31)
(32)	(33, 34)	(35, 36)		(37)			(38)			(39)
(40)	(41, 42)	(43, 44)		(45)			(46)			(47)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

8. In your opinion, to what extent are most parents supportive of the school?

To a great extent 1 (48)
Somewhat 2
Not very much 3
Not at all 4

9. What best describes the style of operation of the Teacher Corps teams in your project? (CIRCLE ONLY ONE OF EACH PAIR A-C.)

A	Tight Planning (e.g., formal planning)	1	(49)
	OR		
	Loose Planning (e.g., informal planning)...............	2	
B	Emphasis on Group Projects	1	(50)
	OR		
	Emphasis on Individual Projects	2	
C	Meetings usually held for administrative purposes (e.g., program scheduling, information exchange, etc.)	1	(51)
	OR		
	Meetings usually held for non-administrative purposes (e.g., group dynamics, instructional decision-making, etc.)	2	

10. How often do each of the following individuals or groups participate in decision-making in your cooperating school(s)? (PLEASE USE THE FOLLOWING CODE IN FILLING OUT THE TABLE BELOW:)

1 = Frequently
2 = Sometimes
3 = Hardly ever
4 = Never
5 = Don't have sufficient information

	Policy Making	Planning	Hiring Staff	Promoting Community Involvement	Evaluation	General Operations
	1	2	3	4	5	6
Principal	(52)	(53)	(54)	(55)	(56)	(57)
Teachers	(58)	(59)	(60)	(61)	(62)	(63)
Parents	(64)	(65)	(66)	(67)	(68)	(69)
Other community members/ groups	(70)	(71)	(72)	(73)	(74)	(75)
School district staff	(76)	(77)	(8)	(9)	(10)	(11)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

11. How much influence have the following individuals or groups had in planning the allocation of all project funds?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(12)	Teacher Corps Project Director	1	2	3	4	5
(13)	Teacher Corps Assistant Director....	1	2	3	4	5
(14)	Teacher Corps team leaders.........	1	2	3	4	5
(15)	Teacher Corps Program Development Specialist	1	2	3	4	5
(16)	Teacher Corps interns	1	2	3	4	5
(17)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(18)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(19)	University instructors (for Teacher Corps)................	1	2	3	4	5
(20)	Dean of School of Education	1	2	3	4	5
(21)	Cooperating teachers	1	2	3	4	5
(22)	Cooperating principals	1	2	3	4	5
(23)	Superintendent of Schools	1	2	3	4	5
(24)	Teacher unions	1	2	3	4	5
(25)	Members of the community	1	2	3	4	5

12. How much influence have the following individuals or groups had in planning project goals?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(26)	Teacher Corps Project Director	1	2	3	4	5
(27)	Teacher Corps Assistant Director	1	2	3	4	5
(28)	Teacher Corps team leaders	1	2	3	4	5
(29)	Teacher Corps Program Development Specialist	1	2	3	4	5
(30)	Teacher Corps interns	1	2	3	4	5
(31)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(32)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(33)	University instructors (for Teacher Corps)	1	2	3	4	5
(34)	Dean of School of Education	1	2	3	4	5
(35)	Cooperating teachers	1	2	3	4	5
(36)	Cooperating principals	1	2	3	4	5
(37)	Superintendent of Schools	1	2	3	4	5
(38)	Teacher unions	1	2	3	4	5
(39)	Members of the community	1	2	3	4	5

13. How much influence have the following individuals or groups had in selecting the original Cycle VI project director?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(40)	Teacher Corps Project Director	1	2	3	4	5
(41)	Teacher Corps Assistant Director....	1	2	3	4	5
(42)	Teacher Corps team leaders.........	1	2	3	4	5
(43)	Teacher Corps Program Development Specialist	1	2	3	4	5
(44)	Teacher Corps interns	1	2	3	4	5
(45)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(46)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(47)	University instructors (for Teacher Corps)................	1	2	3	4	5
(48)	Dean of School of Education	1	2	3	4	5
(49)	Cooperating teachers	1	2	3	4	5
(50)	Cooperating principals	1	2	3	4	5
(51)	Superintendent of Schools	1	2	3	4	5
(52)	Teacher unions	1	2	3	4	5
(53)	Members of the community	1	2	3	4	5

14. How much influence have the following individuals or groups had in selecting the original Cycle VI team leaders?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(54)	Teacher Corps Project Director	1	2	3	4	5
(55)	Teacher Corps Assistant Director....	1	2	3	4	5
(56)	Teacher Corps team leaders..........	1	2	3	4	5
(57)	Teacher Corps Program Development Specialist	1	2	3	4	5
(58)	Teacher Corps interns	1	2	3	4	5
(59)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(60)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(61)	University instructors (for Teacher Corps)................	1	2	3	4	5
(62)	Dean of School of Education	1	2	3	4	5
(63)	Cooperating teachers	1	2	3	4	5
(64)	Cooperating principals	1	2	3	4	5
(65)	Superintendent of Schools	1	2	3	4	5
(66)	Teacher unions	1	2	3	4	5
(67)	Members of the community	1	2	3	4	5

15. How much influence have the following individuals or groups had in the recruitment and selection of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(68)	Teacher Corps Project Director	1	2	3	4	5
(69)	Teacher Corps Assistant Director....	1	2	3	4	5
(70)	Teacher Corps team leaders.........	1	2	3	4	5
(71)	Teacher Corps Program Development Specialist	1	2	3	4	5
(72)	Teacher Corps interns	1	2	3	4	5
(73)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(74)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(75)	University instructors (for Teacher Corps)................	1	2	3	4	5
(76)	Dean of School of Education	1	2	3	4	5
(77)	Cooperating teachers	1	2	3	4	5
(8)	Cooperating principals	1	2	3	4	5
(9)	Superintendent of Schools	1	2	3	4	5
(10)	Teacher unions	1	2	3	4	5
(11)	Members of the community	1	2	3	4	5

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

16. How much influence have the following individuals or groups had in resolving conflicts between the project and the community?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(12)	Teacher Corps Project Director	1	2	3	4	5
(13)	Teacher Corps Assistant Director....	1	2	3	4	5
(14)	Teacher Corps team leaders.........	1	2	3	4	5
(15)	Teacher Corps Program Development Specialist	1	2	3	4	5
(16)	Teacher Corps interns	1	2	3	4	5
(17)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(18)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(19)	University instructors (for Teacher Corps)................	1	2	3	4	5
(20)	Dean of School of Education	1	2	3	4	5
(21)	Cooperating teachers	1	2	3	4	5
(22)	Cooperating principals	1	2	3	4	5
(23)	Superintendent of Schools	1	2	3	4	5
(24)	Teacher unions	1	2	3	4	5
(25)	Members of the community	1	2	3	4	5

144

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COMMUNITY COORDINATOR INTERVIEW SCHEDULE

Interviewee: ____________________

School: ____________________

Date: ____________________

Interviewer: ____________________

OMB No. ____________________

Approval Expires: ____________________

CRI - T.C. Form ____________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Community Coordinator Interview Schedule

1. How would you define your role as community coordinator?

____ (8)

____ (9)

____ (10)

____ (11)

____ (12)

2. How has your project defined "the community" when dealing with community involvement? (INCLUDE EXAMPLES WHEN POSSIBLE)

____ (13)

____ (14)

____ (15)

____ (16)

____ (17)

(18)

End Interview Here.

Thank you for your time
and cooperation.

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LEA COORDINATOR QUESTIONNAIRE

Name: ____________________

Phone Number: (   ) ____________________

Project: ____________________

Date: ____________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ____________________

Approval Expires: ____________________

CRI - T. C. Form ____________________

Project Code	(1,2)
Role Group	(3,4)
Card Number	(5,6)
Instrument Level	(7)

LEA Coordinator Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. Which of the following have been initiated or expanded in your schools as a direct result of the Teacher Corps program. (IN THE TABLE BELOW CHECK (✓) WHETHER INITIATED OR EXPANDED. CHECK (✓) THE "NEITHER" BOX IF NEITHER APPLIES.)

	Initiated	Expanded	Neither	
	1	2	3	
Team teaching				(8)
"Open classrooms"				(9)
Learning centers				(10)
Individually measured instruction				(11)
Modular instruction				(12)
Bilingual instruction				(13)
Ethnically oriented instruction				(14)
Non-graded classrooms				(15)
Pupils not graded on performance				(16)
Ethnic studies				(17)

2. Is the Teacher Corps project working closely with any other federally funded educational program in the school district? (for example: Interns are working with teachers supported by federal bilingual education dollars to develop a bilingual educational program.)

Yes (GO TO 2a) 1 (18)

No (SKIP TO 3) 2

2a. Please describe:

____ (19)

____ (20)

____ (21)

____ (22)

____ (23)

3. How often do each of the following individuals or groups participate in decision-making in your cooperating school(s)? (PLEASE USE THE FOLLOWING CODE IN FILLING OUT THE TABLE BELOW.)

1 = Frequently
2 = Sometimes
3 = Hardly ever
4 = Never
5 = Don't have sufficient information

	Policy Making	Planning	Hiring Staff	Promoting Community Involvement	Evaluation	General Operations
	1	2	3	4	5	6
Principal	(24)	(25)	(26)	(27)	(28)	(29)
Teachers	(30)	(31)	(32)	(33)	(34)	(35)
Parents	(36)	(37)	(38)	(39)	(40)	(41)
Other community members/ groups	(42)	(43)	(44)	(45)	(46)	(47)
School district staff	(48)	(49)	(50)	(51)	(52)	(53)

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

4. How much influence have the following individuals or groups had in planning the allocation of all project funds?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(54)	Teacher Corps Project Director	1	2	3	4	5
(55)	Teacher Corps Assistant Director....	1	2	3	4	5
(56)	Teacher Corps team leaders.........	1	2	3	4	5
(57)	Teacher Corps Program Development Specialist	1	2	3	4	5
(58)	Teacher Corps interns	1	2	3	4	5
(59)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(60)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(61)	University instructors (for Teacher Corps)................	1	2	3	4	5
(62)	Dean of School of Education	1	2	3	4	5
(63)	Cooperating teachers	1	2	3	4	5
(64)	Cooperating principals	1	2	3	4	5
(65)	Superintendent of Schools	1	2	3	4	5
(66)	Teacher unions	1	2	3	4	5
(67)	Members of the community	1	2	3	4	5

5. How much influence have the following individuals or groups had in planning project goals?

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(68)	Teacher Corps Project Director	1	2	3	4	5
(69)	Teacher Corps Assistant Director....	1	2	3	4	5
(70)	Teacher Corps team leaders.........	1	2	3	4	5
(71)	Teacher Corps Program Development Specialist	1	2	3	4	5
(72)	Teacher Corps interns	1	2	3	4	5
(73)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(74)	Community Coordinator (for Teacher Corps)...............	1	2	3	4	5
(75)	University instructors (for Teacher Corps)................	1	2	3	4	5
(76)	Dean of School of Education	1	2	3	4	5
(77)	Cooperating teachers	1	2	3	4	5
(8)	Cooperating principals	1	2	3	4	5
(9)	Superintendent of Schools	1	2	3	4	5
(10)	Teacher unions	1	2	3	4	5
(11)	Members of the community	1	2	3	4	5

6. How much influence have the following individuals or groups had in planning actual instruction of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(12)	Teacher Corps Project Director	1	2	3	4	5
(13)	Teacher Corps Assistant Director....	1	2	3	4	5
(14)	Teacher Corps team leaders.........	1	2	3	4	5
(15)	Teacher Corps Program Development Specialist	1	2	3	4	5
(16)	Teacher Corps interns	1	2	3	4	5
(17)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(18)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(19)	University instructors (for Teacher Corps)................	1	2	3	4	5
(20)	Dean of School of Education	1	2	3	4	5
(21)	Cooperating teachers	1	2	3	4	5
(22)	Cooperating principals	1	2	3	4	5
(23)	Superintendent of Schools	1	2	3	4	5
(24)	Teacher unions	1	2	3	4	5
(25)	Members of the community	1	2	3	4	5

7. How much influence have the following individuals or groups had in selecting the original Cycle VI project director?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(26)	Teacher Corps Project Director	1	2	3	4	5
(27)	Teacher Corps Assistant Director....	1	2	3	4	5
(28)	Teacher Corps team leaders.........	1	2	3	4	5
(29)	Teacher Corps Program Development Specialist	1	2	3	4	5
(30)	Teacher Corps interns	1	2	3	4	5
(31)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(32)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(33)	University instructors (for Teacher Corps)................	1	2	3	4	5
(34)	Dean of School of Education	1	2	3	4	5
(35)	Cooperating teachers	1	2	3	4	5
(36)	Cooperating principals	1	2	3	4	5
(37)	Superintendent of Schools	1	2	3	4	5
(38)	Teacher unions	1	2	3	4	5
(39)	Members of the community	1	2	3	4	5

8. How much influence have the following individuals or groups had in selecting the original Cycle VI team leaders?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(40)	Teacher Corps Project Director	1	2	3	4	5
(41)	Teacher Corps Assistant Director....	1	2	3	4	5
(42)	Teacher Corps team leaders.........	1	2	3	4	5
(43)	Teacher Corps Program Development Specialist	1	2	3	4	5
(44)	Teacher Corps interns	1	2	3	4	5
(45)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(46)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(47)	University instructors (for Teacher Corps)................	1	2	3	4	5
(48)	Dean of School of Education	1	2	3	4	5
(49)	Cooperating teachers	1	2	3	4	5
(50)	Cooperating principals	1	2	3	4	5
(51)	Superintendent of Schools	1	2	3	4	5
(52)	Teacher unions	1	2	3	4	5
(53)	Members of the community	1	2	3	4	5

9. How much influence have the following individuals or groups had in the recruitment and selection of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(54)	Teacher Corps Project Director	1	2	3	4	5
(55)	Teacher Corps Assistant Director....	1	2	3	4	5
(56)	Teacher Corps team leaders.........	1	2	3	4	5
(57)	Teacher Corps Program Development Specialist	1	2	3	4	5
(58)	Teacher Corps interns	1	2	3	4	5
(59)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(60)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(61)	University instructors (for Teacher Corps)................	1	2	3	4	5
(62)	Dean of School of Education	1	2	3	4	5
(63)	Cooperating teachers	1	2	3	4	5
(64)	Cooperating principals	1	2	3	4	5
(65)	Superintendent of Schools	1	2	3	4	5
(66)	Teacher unions	1	2	3	4	5
(67)	Members of the community	1	2	3	4	5

10. How much influence have the following individuals or groups had in resolving conflicts between the project and the LEA?

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(68)	Teacher Corps Project Director	1	2	3	4	5
(69)	Teacher Corps Assistant Director	1	2	3	4	5
(70)	Teacher Corps team leaders	1	2	3	4	5
(71)	Teacher Corps Program Development Specialist	1	2	3	4	5
(72)	Teacher Corps interns	1	2	3	4	5
(73)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(74)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(75)	University instructors (for Teacher Corps)	1	2	3	4	5
(76)	Dean of School of Education	1	2	3	4	5
(77)	Cooperating teachers	1	2	3	4	5
(8)	Cooperating principals	1	2	3	4	5
(9)	Superintendent of Schools	1	2	3	4	5
(10)	Teacher unions	1	2	3	4	5
(11)	Members of the community	1	2	3	4	5

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LEA COORDINATOR INTERVIEW SCHEDULE

Interviewee: ______________________

School: ______________________

Date: ______________________

Interviewer: ______________________

OMB No. ______________________

Approval Expires: ______________________

CRI - T. C. Form ______________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

LEA Coordinator Interview Schedule

We'd like to ask you something about your involvement with the Teacher Corps project.

1. How did you happen to become the LEA Coordinator for this project?

____

____

____

____

2. What do you feel is your role as the LEA Coordinator?

____ (8)

____ (9)

____ (10)

____ (11)

(12)

End interview here. (13)

(14)

Thank you very much
for your time and cooperation. (15)

(16)

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COOPERATING TEACHER QUESTIONNAIRE

Name: ____________________
Phone Number: (   ) ________________
Project: ____________________
Date: ____________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ____________________
Approval Expires: ________________
CRI - T.C. Form ________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Cooperating Teacher Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. In the table below indicate how similar or dissimilar your views and the views of the team leader are in the following areas: (CHECK (✓) WHETHER VERY SIMILAR, SOMEWHAT SIMILAR, SOMEWHAT DISSIMILAR, VERY DISSIMILAR)

	Very Similar	Somewhat Similar	Somewhat Dissimilar	Very Dissimilar	
	1	2	3	4	
Supervision of Intern					(8)
Curriculum Development					(9)
Attainment of Teacher Corps Goals					(10)
Identifying Needs for Interns Professional Growth					(11)

2. Who selects cooperating teachers in your school? (CIRCLE AS MANY AS APPLY.)

Principal	1	(12)
Other school district personnel	1	(13)
Team leaders	1	(14)
Other Teacher Corps project staff	1	(15)
Interns	1	(16)
Self-selection by cooperating teacher	1	(17)
Other (specify) ______________________	1	(18)

3. Who is responsible for the assignment of interns to cooperating teachers? (CIRCLE AS MANY AS APPLY.)

Principal	1	(19)
Team leader	1	(20)
Interns	1	(21)
Cooperating teachers	1	(22)
Other project staff	1	(23)
Other school district personnel	1	(24)

4. Did you receive any type of training in connection with Teacher Corps?

Yes (GO TO 4a) 1 (25)
No (SKIP TO 5) 2

4a. In the table below please describe the formal training experiences you have had in connection with the Teacher Corps program. (IF TRAINING LASTED LESS THAN A WEEK, PLEASE INDICATE WITH A ZERO "0" UNDER "DURATION OF TRAINING" AND WRITE IN NUMBER OF HOURS UNDER "HOURS PER WEEK")

			Type (Check One)		Quality of training experience (Check One)			Usefulness of training in terms of your own Teacher Corps needs (Check One)		
Name of Course	Duration of training (number of weeks)	Hours per week	pre-service	in-service	good	fair	poor	good	fair	poor
(26)	(27, 28)	(29, 30)		(31)			(32)			(33)
(34)	(35, 36)	(37, 38)		(39)			(40)			(41)
(42)	(43, 44)	(45, 46)		(47)			(48)			(49)
(50)	(51, 52)	(53, 54)		(55)			(56)			(57)
(58)	(59, 60)	(61, 62)		(63)			(64)			(65)
(66)	(67, 68)	(69, 70)		(71)			(72)			(73)
(74)	(75, 76)	(8, 9)		(10)			(11)			(12)
(13)	(14, 15)	(16, 17)		(18)			(19)			(20)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

5. Which of the following have been initiated or expanded in your school as a direct result of the Teacher Corps program.
(IN THE TABLE BELOW CHECK (✓) WHETHER INITIATED OR EXPANDED. IF NEITHER APPLIES CHECK THE "NEITHER" BOX)

	Initiated 1	Expanded 2	Neither 3	
Team teaching				(21)
"Open classrooms"				(22)
Learning centers				(23)
Individually measured instruction				(24)
Modular instruction				(25)
Bilingual instruction				(26)
Ethnically oriented instruction				(27)
Non-graded classrooms				(28)
Pupils not graded on performance				(29)
Ethnic studies				(30)

6. How often do each of the following individuals or groups participate in decision-making in your cooperating school(s)?

Please use the following code in filling out the table below:

1 = frequently;
2 = sometimes
3 = hardly ever
4 = never
5 = don't know

	Policy making 1	Planning 2	Hiring Staff 3	Promoting Community Involvement 4	Evaluation 5	General Operations 6
Principal	(31)	(32)	(33)	(34)	(35)	(36)
Teachers	(37)	(38)	(39)	(40)	(41)	(42)
Parents	(43)	(44)	(45)	(46)	(47)	(48)
Other community members/groups	(49)	(50)	(51)	(52)	(53)	(54)
School district staff	(55)	(56)	(57)	(58)	(59)	(60)

7. Please indicate by checks (✓) in the table below: (1) the amount of information you have about what the interns are learning in their School of Education coursework; and (2) the frequency with which you have the opportunity to help the interns apply this knowledge to their classroom teaching.

	Information About Coursework				Apply Knowledge to Classroom				
School of Education Coursework	A Great Deal 1	Some 2	Little 3	None 4	Almost All the Time 1	Frequently 2	Some of the Time 3	Never 4	
a. Classroom management									(61) (62)
b. Planning instruction									(63) (64)
c. Evaluating pupil learning									(65) (66)
d. Teaching reading									(67) (68)
e. Facilitating social development									(69) (70)
f. Working with low income/ minority group children									(71) (72)

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

8. How much influence have the following individuals or groups had in planning project goals?

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(8)	Teacher Corps Project Director	1	2	3	4	5
(9)	Teacher Corps Assistant Director	1	2	3	4	5
(10)	Teacher Corps team leaders	1	2	3	4	5
(11)	Teacher Corps Program Development Specialist	1	2	3	4	5
(12)	Teacher Corps interns	1	2	3	4	5
(13)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(14)	Community Coördinator (for Teacher Corps)	1	2	3	4	5
(15)	University instructors (for Teacher Corps)	1	2	3	4	5
(16)	Dean of School of Education	1	2	3	4	5
(17)	Cooperating teachers	1	2	3	4	5
(18)	Cooperating principals	1	2	3	4	5
(19)	Superintendent of Schools	1	2	3	4	5
(20)	Teacher unions	1	2	3	4	5
(21)	Members of the community	1	2	3	4	5

9. How much influence have the following individuals or groups had in planning actual instruction of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(22)	Teacher Corps Project Director	1	2	3	4	5
(23)	Teacher Corps Assistant Director	1	2	3	4	5
(24)	Teacher Corps team leaders	1	2	3	4	5
(25)	Teacher Corps Program Development Specialist	1	2	3	4	5
(26)	Teacher Corps interns	1	2	3	4	5
(27)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(28)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(29)	University instructors (for Teacher Corps)	1	2	3	4	5
(30)	Dean of School of Education	1	2	3	4	5
(31)	Cooperating teachers	1	2	3	4	5
(32)	Cooperating principals	1	2	3	4	5
(33)	Superintendent of Schools	1	2	3	4	5
(34)	Teacher unions	1	2	3	4	5
(35)	Members of the community	1	2	3	4	5

10. How much influence have the following individuals or groups had in selecting the original Cycle VI team leaders?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(36)	Teacher Corps Project Director	1	2	3	4	5
(37)	Teacher Corps Assistant Director....	1	2	3	4	5
(38)	Teacher Corps team leaders.........	1	2	3	4	5
(39)	Teacher Corps Program Development Specialist	1	2	3	4	5
(40)	Teacher Corps interns	1	2	3	4	5
(41)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(42)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(43)	University instructors (for Teacher Corps)................	1	2	3	4	5
(44)	Dean of School of Education	1	2	3	4	5
(45)	Cooperating teachers	1	2	3	4	5
(46)	Cooperating principals	1	2	3	4	5
(47)	Superintendent of Schools	1	2	3	4	5
(48)	Teacher unions	1	2	3	4	5
(49)	Members of the community	1	2	3	4	5

11. When teachers of reading find that their students have difficulty in learning to read, they often explain such difficulties in a variety of ways. The following list contains some factors often mentioned as decisive in determining how well a child learns to read. It is important that your answers reflect solely your own opinions. (FOR EACH ITEM BELOW, INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY CHECKING THE APPROPRIATE SPACE.)

Failure in learning to read well is usually traceable to:	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4	
a. How carefully the student works.					(50)
b. How much creativity the teacher has.					(51)
c. How much confidence the student has in himself.					(52)
d. Whether the teacher likes the student.					(53)
e. How difficult the reading material is.					(54)
f. The ability of the teacher to communicate with her students.					(55)
g. How fortunate the student is in general					(56)
h. How alert the student is during reading instruction.					(57)
i. How much teacher preparation goes into a reading lesson.					(58)
j. How much the student cares about learning to read.					(59)
k. The socioeconomic background of the student.					(60)
l. How much competency the teacher has.					(61)
m. The ability of the teacher to individualize instruction.					(62)

	Strongly Agree	Agree	Disagree	Strongly Disagree	
	1	2	3	4	
n. Whether the student's parents read at home.					(63)
o. How much time the student spends in working on reading.					(64)
p. Whether the student is a boy or a girl.					(65)
q. Whether the student's parent(s) belong to an ethnic group that is verbally oriented.					(66)
r. How much academic ability the student has.					(67)

11a. Considering only the items in the above question, choose the three that you believe are most decisive in determining how well a child learns to read and rank them 1, 2, and 3 on the lines provided below by writing in the item letter in the proper ranking. (68) (69)

1. ____ (70)
2. ____ (71)
(72)
3. ____ (73)

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

EXPLANATIONS OF POVERTY

12. LISTED BELOW ARE SOME REASONS OFTEN GIVEN FOR POVERTY. PLEASE RATE EACH REASON IN TERMS OF ITS IMPORTANCE IN CAUSING POVERTY BY PLACING A CHECK (✓) IN THE APPROPRIATE COLUMN. IT IS IMPORTANT THAT YOUR ANSWERS REFLECT SOLELY YOUR OWN OPINIONS.

	very important	somewhat important	not important	
	1	2	3	
a. Lack of thrift and proper money management by poor people				(8)
b. Lack of effort by the poor themselves				(9)
c. Lack of ability and talent among poor people				(10)
d. Loose morals and drunkenness				(11)
e. Sickness and physical handicaps				(12)
f. Low wages in some business and industries				(13)
g. Failure of society to provide good schools for many Americans				(14)
h. Prejudice and discrimination against poor people				(15)
i. Failure of private industry to provide enough jobs				(16)
j. Being taken advantage of by rich people				(17)
k. Just bad luck				(18)

______ ______ ______ ______ ______ ______

S ____ ____ ____

C ____ ____

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COOPERATING TEACHER INTERVIEW SCHEDULE

Interviewee: ______________________________

School: ______________________________

Date: ______________________________

Interviewer: ______________________________

OMB No. ______________________________

Approval Expires: ____________________

CRI - T.C. Form ____________________

Project Code	(1,2)
Role Group	(3,4)
Card Number	(5,6)
Instrument Level	(7)

Cooperating Teacher Interview Schedule

1. What do you feel is your role as a cooperating teacher?

____ (8)
(9)
____ (10)
(11)
____ (12)
(13)
____

2. To what extent do cooperating teachers participate in the overall design of the interns' field based experience?

To a great extent................	1	(14)
To some extent..................	2	
Not very much..................	3	
Not at all......................	4	

3. Does the school environment allow interns to bring about change in the school outside of their classrooms?

Yes (ASK 3b) 1 (15)
No (ASK 3a) 2

3a. Why not? (PROBE FOR FACTORS IN ENVIRONMENT WHICH INHIBIT INTERNS BRINGING ABOUT CHANGE.)

(16)
______________________________ (17)
(18)
______________________________ (19)
(20)
______________________________ (21)
______________________________ (22)

3b. Have the interns brought about change?

Yes (ASK 3c) 1 (23)
No (ASK 3d) 2

3c. In what ways? (PROBE FOR EXAMPLES) (24)

(25)
(26)
______________________________ (27)
______________________________ (28)
______________________________ (29)
(30)
____

End Interview Here.

3d. What are the reasons?

______________________________ (31)
(32)
______________________________ (33)
(34)
____
____

End Interview Here.

Thank you for your time and cooperation.

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PRINCIPAL COOPERATING SCHOOL QUESTIONNAIRE

Name: ____________________
Phone Number: (   ) ________________
Project: ____________________
Date: ____________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ____________________
Approval Expires: ________________
CRI - T.C. Form ________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Principal Cooperating School Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. How was your school chosen to participate in the Teacher Corps program? (8)

____

____

____

____

2. Did you recieve any type of training in connection with Teacher Corps? (9)

Yes (GO TO 2a) 1
No (SKIP TO 3) 2

2a. In the table below please describe the formal training experiences you have had in connection with the Teacher Corps program. (IF TRAINING LASTED LESS THAN A WEEK, PLEASE INDICATE WITH A ZERO "0" UNDER "DURATION OF TRAINING" AND WRITE IN NUMBER OF HOURS UNDER "HOURS PER WEEK")

			Type (Check One)		Quality of training experience (Check One)			Usefulness of training in terms of your own Teacher Corps needs (Check One)		
Name of Course	Duration of training (number of weeks)	Hours per week	pre-service	in-service	good	fair	poor	good	fair	poor
(10)	(11, 12)	(13, 14)		(15)			(16)			(17)
(18)	(19, 20)	(21, 22)		(23)			(24)			(25)
(26)	(27, 28)	(29, 30)		(31)			(32)			(33)
(34)	(35, 36)	(37, 38)		(39)			(40)			(41)
(42)	(43, 44)	(45, 46)		(47)			(48)			(49)
(50)	(51, 52)	(53, 54)		(55)			(56)			(57)
(58)	(59, 60)	(61, 62)		(63)			(64)			(65)
(66)	(67, 68)	(69, 70)		(71)			(72)			(73)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

3. What is the ethnic compostion of each of the following groups in your school (excluding Teacher Corps interns)?

	Number of Pupils 1	Number of Teachers 2	Number of Administrators 3	Number of Para-Professionals 4
Black	(74, 75, 76)	(8, 9, 10)	(11, 12, 13)	(14, 15, 16)
Chicano	(17, 18, 19)	(20, 21, 22)	(23, 24, 25)	(26, 27, 28)
White	(29, 30, 31)	(32, 33, 34)	(35, 36, 37)	(38, 39, 40)
Other (specify): ________	(41, 42, 43)	(44, 45, 46)	(47, 48, 49)	(50, 51, 52)

4. What percent of the pupils in your school qualify for Title I funds? (53)

0 - 10%....................1
11 - 25%....................2
26 - 50%....................3
51 - 75%....................4
over 75%....................5

5. Are there Federally funded programs other than Teacher Corps in your school? (INCLUDE SCHOOL YEARS 1970-71 AND 1972-3) (54)

Yes (GO TO 5a)..................1
No (SKIP TO 6)..................2

5a. Please list these programs: (55) (56) (57) (58) (59)

1. ____
2. ____
3. ____

6. Which of the following have been initiated or expanded in your school as a direct result of the Teacher Corps program. (IN THE TABLE BELOW CHECK (✓) WHETHER INITIATED OR EXPANDED. IF NEITHER APPLIES CHECK THE "NEITHER" BOX)

	1	2	3
	Initiated	Expanded	Neither
Team teaching			(60)
"Open classrooms"			(61)
Learning centers			(62)
Individually measured instruction			(63)
Modular instruction			(64)
Bilingual instruction			(65)
Ethnically oriented instruction			(66)
Non-graded classrooms			(67)
Pupils not graded on performance			(68)
Ethnic studies			(69)

7. Who selects cooperating teachers in your school? (CIRCLE AS MANY AS APPLY.)

Principal	1	(70)
Other school district personnel......	1	(71)
Team leaders	1	(72)
Other Teacher Corps project staff....	1	(73)
Interns	1	(74)
Self-selection by cooperating teachers	1	(75)
Other (specify)...................	1	(76)

____

8. How often do each of the following individuals or groups participate in decision-making in your cooperating school(s)? (PLEASE USE THE FOLLOWING CODE IN FILLING OUT THE TABLE BELOW:)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

1 = Frequently
2 = Sometimes
3 = Hardly ever
4 = Never
5 = Don't have sufficient information

	Policy Making	Planning	Hiring Staff	Promoting Community Involvement	Evaluation	General Operations
	1	2	3	4	5	6
Principal	(8)	(9)	(10)	(11)	(12)	(13)
Teachers	(14)	(15)	(16)	(17)	(18)	(19)
Parents	(20)	(21)	(22)	(23)	(24)	(25)
Other community members/ groups	(26)	(27)	(28)	(29)	(30)	(31)
School district staff	(32)	(33)	(34)	(35)	(36)	(37)

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

9. How much influence have the following individuals or groups had in planning project goals?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(38)	Teacher Corps Project Director	1	2	3	4	5
(39)	Teacher Corps Assistant Director....	1	2	3	4	5
(40)	Teacher Corps team leaders.........	1	2	3	4	5
(41)	Teacher Corps Program Development Specialist	1	2	3	4	5
(42)	Teacher Corps interns	1	2	3	4	5
(43)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(44)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(45)	University instructors (for Teacher Corps)................	1	2	3	4	5
(46)	Dean of School of Education	1	2	3	4	5
(47)	Cooperating teachers	1	2	3	4	5
(48)	Cooperating principals	1	2	3	4	5
(49)	Superintendent of Schools	1	2	3	4	5
(50)	Teacher unions	1	2	3	4	5
(51)	Members of the community	1	2	3	4	5

10. How much influence have the following individuals or groups had in planning actual instruction of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(52)	Teacher Corps Project Director	1	2	3	4	5
(53)	Teacher Corps Assistant Director	1	2	3	4	5
(54)	Teacher Corps team leaders	1	2	3	4	5
(55)	Teacher Corps Program Development Specialist	1	2	3	4	5
(56)	Teacher Corps interns	1	2	3	4	5
(57)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(58)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(59)	University instructors (for Teacher Corps)	1	2	3	4	5
(60)	Dean of School of Education	1	2	3	4	5
(61)	Cooperating teachers	1	2	3	4	5
(62)	Cooperating principals	1	2	3	4	5
(63)	Superintendent of Schools	1	2	3	4	5
(64)	Teacher unions	1	2	3	4	5
(65)	Members of the community	1	2	3	4	5

11. How much influence have the following individuals or groups had in selecting the original Cycle VIteam leaders?

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

Amount of Influence

		Considerable	Moderate	Limited	None	Don't Know
(66)	Teacher Corps Project Director	1	2	3	4	5
(67)	Teacher Corps Assistant Director....	1	2	3	4	5
(68)	Teacher Corps team leaders.........	1	2	3	4	5
(69)	Teacher Corps Program Development Specialist	1	2	3	4	5
(70)	Teacher Corps interns	1	2	3	4	5
(71)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(72)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(73)	University instructors (for Teacher Corps)................	1	2	3	4	5
(74)	Dean of School of Education	1	2	3	4	5
(75)	Cooperating teachers	1	2	3	4	5
(76)	Cooperating principals	1	2	3	4	5
(77)	Superintendent of Schools	1	2	3	4	5
(8)	Teacher unions	1	2	3	4	5
(9)	Members of the community	1	2	3	4	5

12. How much influence have the following individuals or groups had in the recruitment and selection of interns?

		Amount of Influence				
		Considerable	**Moderate**	**Limited**	**None**	**Don't Know**
(10)	Teacher Corps Project Director	1	2	3	4	5
(11)	Teacher Corps Assistant Director....	1	2	3	4	5
(12)	Teacher Corps team leaders..........	1	2	3	4	5
(13)	Teacher Corps Program Development Specialist	1	2	3	4	5
(14)	Teacher Corps interns	1	2	3	4	5
(15)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(16)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(17)	University instructors (for Teacher Corps)................	1	2	3	4	5
(18)	Dean of School of Education	1	2	3	4	5
(19)	Cooperating teachers	1	2	3	4	5
(20)	Cooperating principals	1	2	3	4	5
(21)	Superintendent of Schools	1	2	3	4	5
(22)	Teacher unions	1	2	3	4	5
(23)	Members of the community	1	2	3	4	5

13. How much influence have the following individuals or groups had in resolving conflicts between the project and the LEA?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(24)	Teacher Corps Project Director	1	2	3	4	5
(25)	Teacher Corps Assistant Director....	1	2	3	4	5
(26)	Teacher Corps team leaders.........	1	2	3	4	5
(27)	Teacher Corps Program Development Specialist	1	2	3	4	5
(28)	Teacher Corps interns	1	2	3	4	5
(29)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(30)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(31)	University instructors (for Teacher Corps)	1	2	3	4	5
(32)	Dean of School of Education	1	2	3	4	5
(33)	Cooperating teachers	1	2	3	4	5
(34)	Cooperating principals	1	2	3	4	5
(35)	Superintendent of Schools	1	2	3	4	5
(36)	Teacher unions	1	2	3	4	5
(37)	Members of the community	1	2	3	4	5

___ ___ ___ ___ ___ ___

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PRINCIPAL COOPERATING SCHOOL INTERVIEW SCHEDULE

Interviewee: ______________________________

School: ______________________________

Date: ______________________________

Interviewer: ______________________________

OMB No. ______________________

Approval Expires: ______________

CRI - T. C. Form ______________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level.	(7)

Principal Interview Schedule

We would like to get some general impressions from you about Teacher Corps and how it has affected your school.

1. Do you feel the decision to have Teacher Corps in your school was a good one?

Yes. 1 (8)

No. 2

1a. Why do you feel this way? ________________________ (9)

____ (10)

____ (11)

____ (12)

____ (13)

____

2. Does the school environment allow interns to bring about change in the school?

Yes (ASK 2b) 1 (14)
No (ASK 2a) 2

2a. Why not? (PROBE FOR FACTORS IN ENVIRONMENT WHICH INHIBIT INTERNS BRINGING ABOUT CHANGE.)

(15)
(16)
(17)
(18)
(19)
(20)
(21)

2b. Have the interns brought about change?

Yes (ASK 2c) 1 (22)
No (ASK 2d) 2

2c. In what ways? (PROBE FOR EXAMPLES)

(23)
(24)
(25)
(26)
(27)
(28)
(29)

End Interview Here.

2d. What are the reasons?

(30)
(31)
(32)
(33)

End Interview Here.

Thank you for your time and cooperation.

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SUPERINTENDENT OF SCHOOLS QUESTIONNAIRE

Name: ______________________
Phone Number: (   ) ______________________
Project: ______________________
Date: ______________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, please do not hesitate to contact any of the CRI staff persons in your area. Occasionally, a CRI staff person may call some study participants to discuss further questions by phone. If this happens, an additional few minutes of your time would be most appreciated.

Thank you for your participation in this study.

OMB No. ______________________
Approval Expires: ______________________
CRI - T. C. Form ______________________

Superintendent of Schools Questionnaire

The following pieces of information are needed from the Superintendent's office. If the Superintendent can provide them, the questionnaire can be completed by him. If not, the questionnaire can be handed to the appropriate employee for completion.

- Number of pupils in district
- Per pupil expenditure for school district
- Percentage of pupils participating in Title I programs in district
- Percentage of Teacher Corps cooperating schools that are Title I schools.

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Superintendent of Schools Questionnaire

PLEASE COMPLETE THE FOLLOWING QUESTIONS AS ACCURATELY AS POSSIBLE USING YOUR SCHOOL DISTRICT RECORDS.

1. What is the number of pupils in your school district?

____________ no. of pupils (8, 9, 10)

2. What is the annual per pupil expenditure for your school district? (11, 12, 13 14)

$ ____________

3. What is the percentage of pupils in your district that participate in Title I programs?

____________% (15, 16)

4. How many Teacher Corps cooperating schools are in your district?

____________ no. of schools (17)

5. How many of these are Title I schools? (18)

____________ no. of schools

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SUPERINTENDENT OF SCHOOLS INTERVIEW SCHEDULE

Interviewee:

School:

Date:

Interviewer:

OMB No.

Approval Expires:

CRI - T. C. Form

IV-207/208

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Superintendent of Schools Interview Schedule

1. Approximately how many teaching positions will be open in the 1973-73 school year?

no. of positions (8, 9)

2. Do you plan to hire any Teacher Corps interns as teachers in this district?

Yes (GO TO 2a) 1 (10)
No (SKIP TO 3) 2

2a. How many interns do you estimate that you will hire?

no. of interns (11, 12)

3. (IF ONE OR MORE). Have you encountered or do you expect to encounter any difficulties concerning the hiring of Teacher Corps graduates? (PROBE FOR SPECIFIC PROBLEM AREAS, E. G., TEACHER UNIONS, P. T. A., SCHOOL BOARD)

(13)
(14)
(15)
(16)
(17)
(18)
(19)
(20)
(21)

4. Is your general impression of Teacher Corps interns positive or negative? (22)

Generally positive 1
Generally negative 2

4a. Why is it positive/negative? (USE APPROPRIATE TERM.)

(23)
(24)
(25)
(26)
(27)

5. Does the school environment allow interns to bring about change in the school?

Yes (ASK 5b)................... 1 (28)
No (ASK 5a) 2

5a. Why not? (PROBE FOR FACTORS IN ENVIRONMENT WHICH INHIBIT INTERNS BRINGING ABOUT CHANGE.) (29) (30) (31) (32) (33) (34) (35)

____
____
____
____

5b. Have the interns brought about change?

Yes (ASK 5c)................... 1 (36)
No (ASK 5d)................... 2

5c. In what ways? (PROBE FOR EXAMPLES) (37) (38) (39) (40) (41) (42) (43)

____
____
____
____

End Interview Here.

5d. What are the reasons? (44) (45) (46) (47)

____
____
____
____

End Interview Here.

Thank you for your time and cooperation.

______ ______ ______ ______ ______ ______
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UNIVERSITY INSTRUCTOR QUESTIONNAIRE

Name: ______________________________
Phone Number: (   ) ______________________
Project: ____________________________
Date: ______________________________

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If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ______________________
Approval Expires: ________________
CRI - T. C. Form ________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

University Instructor Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. Have you taught in the public schools prior to your participation in the Teacher Corps project?

Yes (GO TO 1a) 1 (8)

No (SKIP TO 2) 2

1a. How many years did you teach public school before your participation in the Teacher Corps project?

________ (9, 10)
# of years

2. What non-teaching experiences have you had that you feel are relevant to Teacher Corps?

____ (11)

____ (12)

____ (13)

____ (14)

(15)

3. What subject(s) do you teach to Teacher Corps interns? (16) (17) (18) (19) (20) (21) (22)

____

____

4. Are you aware of the methods of teaching reading/language arts which are taught to interns?

Yes (GO TO 4a) 1 (23)

No (SKIP TO 5) 2

4a. What are these methods?(e.g., Dystar, Sullivan, phonics, de-coding, etc.) (24) (25) (26) (27) (28) (29) (30) (31) (32)

____

____

4b. How is this instruction presented? (CIRCLE AS MANY AS APPLY.)

Seminar 1 (33)

Lecture 1 (34)

Informal meetings 1 (35)

Modules 1 (36)

Other (specify) 1 (37)

____

4c. Where is the coursework presented? (CIRCLE AS MANY AS APPLY.)

At the university 1 (38)

At cooperating school 1 (39)

In the community 1 (40)

Other (specify) 1 (41)

____

5. Are you aware of the kind of instruction given to interns on how to encourage pupils' affective growth?

Yes (GO TO 5a) 1 (42)

No (SKIP TO 6) 2

5a. Please describe the kind of instruction given. (43) (44) (45) (46) (47)

6. Have teacher competencies (specific teaching skills or abilities) been used in some fashion in the instruction of interns?

Yes (GO TO 7) 1 (48)

No (SKIP TO 8) 2

7. Please list the four most important teacher competencies in your project.

CHECK (✓) THIS BOX ☐ IF YOU DO NOT HAVE SUFFICIENT INFORMATION TO ANSWER THIS QUESTION, THEN SKIP TO 8. (49)

IF THERE IS NOT A SET OF TEACHER COMPETENCIES COMMON TO ALL INTERNS, CHECK (✓) THIS BOX ☐ AND GIVE EXAMPLES IN THE TABLE BELOW OF FOUR IMPORTANT TEACHER COMPETENCIES IN YOUR PROGRAM. (50)

Competency

1. ______________________________ (51, 52)

2. ______________________________ (53, 54)

3. ______________________________ (55, 56)

4. ______________________________ (57, 58)

8. Please describe the method you used for evaluating interns in your classroom

______________________________ (59)
(60)
______________________________ (61)
(62)
______________________________ (63)
(64)
______________________________ (65)
(66)
______________________________ (67)

____

____

9. Have you used simulation feedback training in the project? (e.g., role-playing or staged classroom performances based on a specific teaching model and followed by a critique)

Yes (GO TO 9a) 1 (68)
No (SKIP TO 10) 2

9a. How much simulation feedback training have you used in the project?

More than 4 hours per month on an average........................ 1 (69)
2 to 4 hours per month 2
Some training but less than 2 hours per month 3
None 4

10. How often can interns choose the pace at which they proceed through their coursework?

In more than 2/3 of the courses........ 1 (70)
In 1/3 to 2/3 of the courses 2
In some courses, but less than 1/3 of the courses................... 3
Never............................. 4

11. Estimate the average number of hours per week an intern is under your direct supervision in the cooperating school.

____
Avg. # of hours (71, 72)

12. While supervising interns, how frequently do you observe and evaluate them on previously identified teaching skills?

Very often (GO TO 12a) 1 (73)
Somewhat often (GO TO 12a) 2
Rarely (GO TO 12a) 3
Never (SKIP TO 13)............ 4

12a. Do you meet with the intern afterwards to discuss the intern's teaching?

Yes (GO TO 12b)	1	(74)
No (SKIP TO 13)	2	

12b. Based on your observation, do you and the intern work out alternative methods for achieving specified competencies (teaching skills)?

Yes	1	(75)
No	2	

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

13. How much influence have the following individuals or groups had in planning project goals?

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(8)	Teacher Corps Project Director	1	2	3	4	5
(9)	Teacher Corps Assistant Director....	1	2	3	4	5
(10)	Teacher Corps team leaders.........	1	2	3	4	5
(11)	Teacher Corps Program Development Specialist	1	2	3	4	5
(12)	Teacher Corps interns	1	2	3	4	5
(13)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(14)	Community Coordinator (for Teacher Corps)...............	1	2	3	4	5
(15)	University instructors (for Teacher Corps)...............	1	2	3	4	5
(16)	Dean of School of Education	1	2	3	4	5
(17)	Cooperating teachers	1	2	3	4	5
(18)	Cooperating principals	1	2	3	4	5
(19)	Superintendent of Schools	1	2	3	4	5
(20)	Teacher unions	1	2	3	4	5
(21)	Members of the community	1	2	3	4	5

14. How much influence have the following individuals or groups had in planning actual instruction of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(22)	Teacher Corps Project Director	1	2	3	4	5
(23)	Teacher Corps Assistant Director....	1	2	3	4	5
(24)	Teacher Corps team leaders.........	1	2	3	4	5
(25)	Teacher Corps Program Development Specialist	1	2	3	4	5
(26)	Teacher Corps interns	1	2	3	4	5
(27)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(28)	Community Coordinator (for Teacher Corps)................	1	2	3	4	5
(29)	University instructors (for Teacher Corps)................	1	2	3	4	5
(30)	Dean of School of Education	1	2	3	4	5
(31)	Cooperating teachers	1	2	3	4	5
(32)	Cooperating principals	1	2	3	4	5
(33)	Superintendent of Schools	1	2	3	4	5
(34)	Teacher unions	1	2	3	4	5
(35)	Members of the community	1	2	3	4	5

15. How much influence have the following individuals or groups had in selecting the original Cycle VI project director?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(36)	Teacher Corps Project Director	1	2	3	4	5
(37)	Teacher Corps Assistant Director....	1	2	3	4	5
(38)	Teacher Corps team leaders.........	1	2	3	4	5
(39)	Teacher Corps Program Development Specialist	1	2	3	4	5
(40)	Teacher Corps interns	1	2	3	4	5
(41)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(42)	Community Coordinator (for Teacher Corps)...............	1	2	3	4	5
(43)	University instructors (for Teacher Corps)...............	[✓ 1]	2	3	4	5
(44)	Dean of School of Education	1	2	3	4	5
(45)	Cooperating teachers	1	2	3	4	5
(46)	Cooperating principals	1	2	3	4	5
(47)	Superintendent of Schools	1	2	3	4	5
(48)	Teacher unions	1	2	3	4	5
(49)	Members of the community	1	2	3	4	5

16. How much influence have the following individuals or groups had in resolving conflicts between the project and the college or university?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(50)	Teacher Corps Project Director	1	2	3	4	5
(51)	Teacher Corps Assistant Director....	1	2	3	4	5
(52)	Teacher Corps team leaders.........	1	2	3	4	5
(53)	Teacher Corps Program Development Specialist	1	2	3	4	5
(54)	Teacher Corps interns	1	2	3	4	5
(55)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(56)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(57)	University instructors (for Teacher Corps)	1	2	3	4	5
(58)	Dean of School of Education	1	2	3	4	5
(59)	Cooperating teachers	1	2	3	4	5
(60)	Cooperating principals	1	2	3	4	5
(61)	Superintendent of Schools	1	2	3	4	5
(62)	Teacher unions	1	2	3	4	5
(63)	Members of the community	1	2	3	4	5

14. When teachers of reading find that their students have difficulty in learning to read, they often explain such difficulties in a variety of ways. The following list contains some factors often mentioned as decisive in determining how well a child learns to read. It is important that your answers reflect solely your own opinions. (FOR EACH ITEM BELOW, INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY CHECKING THE APPROPRIATE SPACE.)

Failure in learning to read well is usually traceable to: -	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4	
a. How carefully the student works.					(64)
b. How much creativity the teacher has.					(65)
c. How much confidence the student has in himself.					(66)
d. Whether the teacher likes the student.					(67)
e. How difficult the reading material is.					(68)
f. The ability of the teacher to communicate with her students.					(69)
g. How fortunate the student is in general					(70)
h. How alert the student is during reading instruction.					(71)
i. How much teacher preparation goes into a reading lesson.					(72)
j. How much the student cares about learning to read.					(73)
k. The socioeconomic background of the student.					(74)
l. How much competency the teacher has.					(75)
m. The ability of the teacher to individualize instruction.					(76)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4	
n. Whether the student's parents read at home.					(8)
o. How much time the student spends in working on reading.					(9)
p. Whether the student is a boy or a girl.					(10)
q. Whether the student's parent(s) belong to an ethnic group that is verbally oriented.					(11)
r. How much academic ability the student has.					(12)

17a. Considering only the items in the above question, choose the three that you believe are most decisive in determining how well a child learns to read and rank them 1, 2, and 3 on the lines provided below by writing in the item letter in the proper ranking. (13)

1. ______ (14) (15)

2. ______ (16) (17)

3. ______ (18)

EXPLANATIONS OF POVERTY

18. LISTED BELOW ARE SOME REASONS OFTEN GIVEN FOR POVERTY. PLEASE RATE EACH REASON IN TERMS OF ITS IMPORTANCE IN CAUSING POVERTY BY PLACING A CHECK (✓) IN THE APPROPRIATE COLUMN. IT IS IMPORTANT THAT YOUR ANSWERS REFLECT SOLELY YOUR OWN OPINIONS.

		very important 1	somewhat important 2	not important 3	
a.	Lack of thrift and proper money management by poor people				(19)
b.	Lack of effort by the poor themselves				(20)
c.	Lack of ability and talent among poor people				(21)
d.	Loose morals and drunkenness				(22)
e.	Sickness and physical handicaps				(23)
f.	Low wages in some business and industries				(24)
g.	Failure of society to provide good schools for many Americans				(25)
h.	Prejudice and discrimination against poor people				(26)
i.	Failure of private industry to provide enough jobs				(27)
j.	Being taken advantage of by rich people				(28)
k.	Just bad luck				(29)

EXIT VARIABLES
INSTRUMENTS

___ ___ ___ ___ ___ ___
S ___ ___ ___
C ___ ___
FOR CRI USE ONLY.

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DEAN, SCHOOL OF EDUCATION QUESTIONNAIRE

Name: ____________________
Phone Number: ( ) ____________________
Project: ____________________
Date: ____________________

Contemporary Research Incorporated (CRI) is conducting a study of the Cycle VI Teacher Corps program under contract with the U. S. Office of Education. This questionnaire is part of the major inquiry of this year and has been designed to give the researchers an understanding of the various factors affecting the Teacher Corps program, staff, and interns.

If you have any questions regarding the questionnaire or this study, a CRI staff person will be available and most willing to assist you and/or make clarifications at the time of your personal interview or when the questionnaires are collected.

Thank you for your participation in this study.

OMB No. ____________________
Approval Expires: ____________________
CRI - T. C. Form ____________________

Project Code	(1,2)
Role Group	(3,4)
Card Number	(5,6)
Instrument Level	(7)

Dean, School of Education Questionnaire

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. Indicate in the table below the total number of full time faculty members (from full professor to instructor) and the total number of minority group fulltime faculty members in the School of Education in each of the following categories:

	Total Number Faculty Members	Total Minority Group Members
Full Professor	(8, 9)	(10, 11)
Associate Professor	(12, 13)	(14, 15)
Assistant Professor	(16, 17)	(18, 19)
Instructor/Lecturer	(20, 21)	(22, 23)

1a. Was any staff hired by the School of Education specifically for this Teacher Corps project?

Yes (GO TO 1b) 1 (24)
No (SKIP TO 2) 2

1b. Of the staff hired for this Teacher Corps project, will any be retained after the conclusion of the current cycle?

Yes 1 (25)
No 2

2. Does the regular elementary teacher education program offer special courses for the teaching of low income/minority group children?

Yes (GO TO 2a) 1 (26)
No (SKIP TO 3) 2

2a. Indicate the name of each course and describe its low income/minority group content.

(27)
(28)
(29)
(30)
(31)
(32)
(33)
(34)
(35)
(36)
(37)
(38)
(39)
(40)
(41)
(42)
(43)
(44)
(45)
(46)

1. ______________________ / ______________________
(course name) (content)

2. ______________________ / ______________________
(course name) (content)

3. ______________________ / ______________________
(course name) (content)

4. ______________________ / ______________________
(course name) (content)

3. With regard to the elementary teacher education program, please list:

a. the total number of graduates in Spring, 1972 ____________ (47-49)

b. the number of these graduates who were Black, Chicano (or Spanish surname), Asian American, American Indian. (50-52)

Black	_____	(50-52)
Chicano or Spanish Surname	_____	(53, 54)
Asian American	_____	(55, 56)
American Indian	_____	(57, 58)
Other (specify) ________________	_____	(59, 60)

4. What percent of the students in your regular elementary teacher education program complete at least one quarter/semester of field experience in low income or minority group schools?

__________% (61, 62)

5. Is the Teacher Corps project working closely with any other federally funded and/or experimental program in the School of Education?

Yes (GO TO 5a) 1 (63)
No (SKIP TO 6) 2

5a. Please describe the nature of this cooperation

Program Name	Percent of federal funding for program	Nature of Cooperation	
1. ______________ (64)	____________ (65, 66)	____________________ ____________________ ____________________ ____________________ ____________________	(67) (68) (69) (70)
2. ______________ (71)	____________ (72, 73)	____________________ ____________________ ____________________ ____________________	(74) (75) (76) (77)
3. ______________ (8)	____________ (9, 10)	____________________ ____________________ ____________________ ____________________	(11) (12) (13) (14)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

6. How would you rate the degree of cooperation between the present Teacher Corps project and other education programs at this institution of higher education?

A great deal of cooperation	1	(15)
Some cooperation	2	
Little cooperation	3	
No cooperation	4	
No interaction between them	5	

7. To what extent do the goals of the Teacher Corps program differ from those of the regular elementary teacher education program?

Completely (GO TO 7a)	1	(16)
A great deal (GO TO 7a)...............	2	
Somewhat (GO TO 7a).................	3	
Not very much (SKIP TO 8)............	4	
Not at all (SKIP TO 8)................	5	

7a. To what extent have these differences caused problems?

To a considerable extent...............	1	(17)
To some extent	2	
No problems really	3	

7b. Please indicate the areas in which you have encountered problems: (CIRCLE AS MANY AS APPLY).

Curriculum development	1	(18)
Coursework scheduling........................	1	(19)
Personnel (Teacher Corps)	1	(20)
Financial	1	(21)
Personnel (University instructors)	1	(22)
Other administrative policies of the School of Education	1	(23)

8. Is the Teacher Corps project officially a graduate or undergraduate project?

Graduate	1	(24)
Undergraduate	2	

8a. Why did the project select to be graduate or undergraduate?

(25)

____ (26)

____ (27)

____ (28)

(29)

____ (30)

9. Indicate in the table below the faculty rank of the Project Director, Assistant Director and the Program Development Specialist. Also, indicate whether they are employed by Teacher Corps full- or part-time. (CHECK APPROPRIATE BOXES)

	Faculty Rank					Employed by Teacher Corps		
	Professor	Associate Professor	Assistant Professor	Instructor/ Lecturer	Other(specify):	Full-time	Part-time	
Project Director								(31, 32)
Assistant Director								(33, 34)
Program Development Specialist								(35, 36)

IN THE FOLLOWING SECTION, WE WOULD LIKE TO KNOW WHO IS INVOLVED IN MAKING DECISIONS REGARDING YOUR TEACHER CORPS PROJECT AND HOW MUCH INFLUENCE THEY HAVE.

This is a very important section of the questionnaire. Please use the following guidelines in answering the questions:

1. Please circle a number for each role group listed on each of the following pages.

2. When you are unsure of an answer, or do not have sufficient information to respond to a question, use the "don't know" column for your answer.

10. How much influence have the following individuals or groups had in planning the allocation of all project funds?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(37)	Teacher Corps Project Director	1	2	3	4	5
(38)	Teacher Corps Assistant Director	1	2	3	4	5
(39)	Teacher Corps team leaders	1	2	3	4	5
(40)	Teacher Corps Program Development Specialist	1	2	3	4	5
(41)	Teacher Corps interns	1	2	3	4	5
(42)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(43)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(44)	University instructors (for Teacher Corps)	1	2	3	4	5
(45)	Dean of School of Education	1	2	3	4	5
(46)	Cooperating teachers	1	2	3	4	5
(47)	Cooperating principals	1	2	3	4	5
(48)	Superintendent of Schools	1	2	3	4	5
(49)	Teacher unions	1	2	3	4	5
(50)	Members of the community	1	2	3	4	5

11. How much influence have the following individuals or groups had in planning project goals?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(51)	Teacher Corps Project Director	1	2	3	4	5
(52)	Teacher Corps Assistant Director....	1	2	3	4	5
(53)	Teacher Corps team leaders.........	1	2	3	4	5
(54)	Teacher Corps Program Development Specialist	1	2	3	4	5
(55)	Teacher Corps interns	1	2	3	4	5
(56)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(57)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(58)	University instructors (for Teacher Corps)	1	2	3	4	5
(59)	Dean of School of Education	1	2	3	4	5
(60)	Cooperating teachers	1	2	3	4	5
(61)	Cooperating principals	1	2	3	4	5
(62)	Superintendent of Schools	1	2	3	4	5
(63)	Teacher unions	1	2	3	4	5
(64)	Members of the community	1	2	3	4	5

12. How much influence have the following individuals or groups had in planning actual instruction of interns?

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(65)	Teacher Corps Project Director	1	2	3	4	5
(66)	Teacher Corps Assistant Director....	1	2	3	4	5
(67)	Teacher Corps team leaders.........	1	2	3	4	5
(68)	Teacher Corps Program Development Specialist	1	2	3	4	5
(69)	Teacher Corps interns	1	2	3	4	5
(70)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(71)	Community Coordinator (for Teacher Corps)...............	1	2	3	4	5
(72)	University instructors (for Teacher Corps)...............	1	2	3	4	5
(73)	Dean of School of Education	1	2	3	4	5
(74)	Cooperating teachers	1	2	3	4	5
(75)	Cooperating principals	1	2	3	4	5
(76)	Superintendent of Schools	1	2	3	4	5
(8)	Teacher unions	1	2	3	4	5
(9)	Members of the community	1	2	3	4	5

13. How much influence have the following individuals or groups had in selecting the original Cycle VI project director?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(10)	Teacher Corps Project Director	1	2	3	4	5
(11)	Teacher Corps Assistant Director	1	2	3	4	5
(12)	Teacher Corps team leaders	1	2	3	4	5
(13)	Teacher Corps Program Development Specialist	1	2	3	4	5
(14)	Teacher Corps interns	1	2	3	4	5
(15)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(16)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(17)	University instructors (for Teacher Corps)	1	2	3	4	5
(18)	Dean of School of Education	1	2	3	4	5
(19)	Cooperating teachers	1	2	3	4	5
(20)	Cooperating principals	1	2	3	4	5
(21)	Superintendent of Schools	1	2	3	4	5
(22)	Teacher unions	1	2	3	4	5
(23)	Members of the community	1	2	3	4	5

14 How much influence have the following individuals or groups had in the recruitment and selection of interns?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(24)	Teacher Corps Project Director	[✓ 1]	2	3	4	5
(25)	Teacher Corps Assistant Director....	[✓ 1]	2	3	4	5
(26)	Teacher Corps team leaders.........	[✓ 1]	2	3	4	5
(27)	Teacher Corps Program Development Specialist	[✓ 1]	2	3	4	5
(28)	Teacher Corps interns	[✓ 1]	2	3	4	5
(29)	LEA Coordinator (for Teacher Corps)	[✓ 1]	2	3	4	5
(30)	Community Coordinator (for Teacher Corps)...............	1	2	3	4	5
(31)	University instructors (for Teacher Corps)...............	1	2	3	4	5
(32)	Dean of School of Education	1	2	3	4	5
(33)	Cooperating teachers	1	2	3	4	5
(34)	Cooperating principals	1	2	3	4	5
(35)	Superintendent of Schools	1	2	3	4	5
(36)	Teacher unions	1	2	3	4	5
(37)	Members of the community	1	2	3	4	5

12 7

15. How much influence have the following individuals or groups had in resolving conflicts between the project and the college or university?

		Amount of Influence				
		Considerable	Moderate	Limited	None	Don't Know
(38)	Teacher Corps Project Director	1	2	3	4	5
(39)	Teacher Corps Assistant Director....	1	2	3	4	5
(40)	Teacher Corps team leaders.........	1	2	3	4	5
(41)	Teacher Corps Program Development Specialist	1	2	3	4	5
(42)	Teacher Corps interns	1	2	3	4	5
(43)	LEA Coordinator (for Teacher Corps)	1	2	3	4	5
(44)	Community Coordinator (for Teacher Corps)	1	2	3	4	5
(45)	University instructors (for Teacher Corps)	1	2	3	4	5
(46)	Dean of School of Education	1	2	3	4	5
(47)	Cooperating teachers	1	2	3	4	5
(48)	Cooperating principals	1	2	3	4	5
(49)	Superintendent of Schools	1	2	3	4	5
(50)	Teacher unions	1	2	3	4	5
(51)	Members of the community	1	2	3	4	5

S ___ ___ ___ ___ ___

C ___ ___

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INTERN QUESTIONNAIRE II

Name of Intern: ______________________________

Project: ______________________________

OMB No. ______________

Approval Expires: ______________

CRI - T. C. Form ______________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

EXPLANATIONS OF POVERTY

1. LISTED BELOW ARE SOME REASONS OFTEN GIVEN FOR POVERTY. PLEASE RATE EACH REASON IN TERMS OF ITS IMPORTANCE IN CAUSING POVERTY BY PLACING A CHECK (✓) IN THE APPROPRIATE COLUMN. IT IS IMPORTANT THAT YOUR ANSWERS REFLECT SOLELY YOUR OWN OPINIONS.

		very important	somewhat important	not important	
		1	2	3	
a.	Lack of thrift and proper money management by poor people				(8)
b.	Lack of effort by the poor themselves				(9)
c.	Lack of ability and talent among poor people				(10)
d.	Loose morals and drunkenness				(11)
e.	Sickness and physical handicaps				(12)
f.	Low wages in some business and industries				(13)
g.	Failure of society to provide good schools for many Americans				(14)
h.	Prejudice and discrimination against poor people.				(15)
i.	Failure of private industry to provide enough jobs				(16)
j.	Being taken advantage of by rich people				(17)
k.	Just bad luck				(18)

2. When teachers of reading find that their students have difficulty in learning to read, they often explain such difficulties in a variety of ways. The following list contains some factors often mentioned as decisive in determining how well a child learns to read. It is important that your answers reflect solely your own opinions. (FOR EACH ITEM BELOW, INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY CHECKING THE APPROPRIATE SPACE.)

Failure in learning to read well is usually traceable to:	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4	
a. How carefully the student works.					(19)
b. How much creativity the teacher has.					(20)
c. How much confidence the student has in himself.					(21)
d. Whether the teacher likes the student.					(22)
e. How difficult the reading material is.					(23)
f. The ability of the teacher to communicate with her students.					(24)
g. How fortunate the student is in general					(25)
h. How alert the student is during reading instruction.					(26)
i. How much teacher preparation goes into a reading lesson.					(27)
j. How much the student cares about learning to read.					(28)
k. The socioeconomic background of the student.					(29)
l. How much competency the teacher has.					(30)
m. The ability of the teacher to individualize instruction.					(31)

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4	
n. Whether the student's parents read at home.					(32)
o. How much time the student spends in working on reading.					(33)
p. Whether the student is a boy or a girl.					(34)
q. Whether the student's parent(s) belong to an ethnic group that is verbally oriented.					(35)
r. How much academic ability the student has.					(36)

2a. Considering only the items in the above question, choose the three that you believe are most decisive in determining how well a child learns to read and rank them 1, 2, and 3 on the lines provided below by writing in the item letter in the proper ranking. (37) (38) (39) (40) (41) (42)

1. ______

2. ______

3. ______

3. CRI TEACHER COMPETENCE SELF-RATING FORM INSTRUCTIONS

(FOR EACH SITUATION LISTED IN THE FOLLOWING TABLES PLEASE FOLLOW THE STEPS PROVIDED BELOW.)

STEP 1. COLUMN 1

In Column Number 1, please indicate the degree to which the situation is prevalent in your school. Using the following rating scale, write the appropriate number in the space provided. (If the situation does not occur at your school--rating #1--do not continue on to Columns 2, 3, or 4 for that particular situation.)

1 - Does not occur
2 - Somewhat prevalent
3 - Prevalent
4 - Very prevalent

STEP 2. COLUMN 2

(COMPLETE COLUMN 2 ONLY IF SITUATION WAS RATED 2, 3, OR 4 IN COLUMN 1.)

In Column Number 2, please indicate the extent to which you feel competent in your current teaching assignment to deal with each situation rated as prevalent (2, 3, or 4) in Column 1.

1 - Unable to deal with situation
2 - Some competence but need improvement
3 - Generally competent to deal with situation
4 - Very competent

STEP 3. COLUMN 3

(COMPLETE COLUMN 3 ONLY IF THE SITUATION WAS RATED 2, 3, OR 4 IN COLUMN 1.)

In Column Number 3, please indicate the extent to which you were competent to deal with each situation at the beginning of your Teacher Corps training.

1 - Unable to deal with situation

2 - Some competence, but needed improvement

3 - Generally competent to deal with situation

4 - Very competent

STEP 4. COLUMN 4

(COMPLETE COLUMN 4 ONLY IF THE SITUATION WAS RATED 2, 3, OR 4 IN COLUMN 2.)

In Column Number 4, indicate the one OR two sources (experiences) that have contributed most to your current level of competence. If you indicated in Column 2 that you are "unable to deal with the situation," leave Column 4 blank.

a. Refer to the list, "Sources of Competence" on the next page.

b. Next, indicate the LETTER that represents the major source of competence in the appropriate box for the situation.

c. IF another source has contributed significantly, place the LETTER representing the second source of competence below the first letter (see example below).

EXAMPLE: B
G

SOURCES OF COMPETENCE

Personal Sources

A. Personal background (e.g., cultural, neighborhood, or socio-economic status origins).

B. Personality (e.g., charm, humor, zest, energy, warmth, etc.).

C. General attitudes and beliefs (e.g., high expectations for students, commitment to job).

D. Other (please specify): ______________________________
____

Pretraining Experiences

E. Academic undergraduate or non-teaching programs (e.g., major or minor is especially helpful).

F. Experience working with youth (e.g., summer camp, Boy Scouts, Sunday school, playground director).

G. Experience in low-income areas (e.g., tutoring, volunteer work, VISTA, Peace Corps).

H. Other (please specify): ______________________________
____

Teacher Corps Program Experiences

I. Academic coursework (e.g., lecture, seminar, methods courses, educational foundation courses).

J. School-based experiences (e.g., classroom and non-classroom experiences, interaction with children and adults).

K. Community-based experiences (e.g., work with parents, community activities, groups or service organizations, etc.)

L. Other (please specify): ______________________________
____

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

SITUATION	Column 1 Prevalence of situations at your school (1-4) 1=does not occur 4=very prevalent	Column 2 Current level of competence (1-4) 1=unable to deal with situations 4=very competent	Column 3 Level of competence at beginning of Teacher Corps training (1-4) 1=unable to deal with situations 4=very competent	Column 4 Sources of competence (A-L) Refer to List
1. Parents are unable to help their children with schoolwork.	(43)	(44)	(45)	(46) (47) (48) (49)
2. Instructional materials are irrelevant to pupil's cultural background.	(50)	(51)	(52)	(53) (54) (55) (56)
3. There are too many pupils in the classroom.	(57)	(58)	(59)	(60) (61) (62) (63)
4. The secretarial staff is not helpful to teachers.	(64)	(65)	(66)	(67) (68) (69) (70)
5. The area around the school is deteriorating.	(71)	(72)	(73)	(74) (75) (76) (77)
6. Pupils have little self control.	(8)	(9)	(10)	(11) (12) (13) (14)
7. There are insufficient support personnel (e.g., remedial specialists, consultants, counselors).	(15)	(16)	(17)	(18) (19) (20) (21)

SITUATION	Column 1 Prevalence of situations at your school (1-4) 1=does not occur 4=very prevalent	Column 2 Current level of competence (1-4) 1=unable to deal with situations 4=very competent	Column 3 Level of competence at beginning of Teacher Corps training (1-4) 1=unable to deal with situations 4=very competent	Column 4 Sources of competence (A-L) Refer to List
8. The administration is not responsive to community and parents.	(22)	(23)	(24)	(25) (26) (27) (28)
9. Classes contain pupils of various ability levels.	(29)	(30)	(31)	(32) (33) (34) (35)
10. Teachers resist new ideas.	(36)	(37)	(38)	(39) (40) (41) (42)
11. The neighborhood is dangerous.	(43)	(44)	(45)	(46) (47) (48) (49)
12. Pupils don't have sufficient respect for authority.	(50)	(51)	(52)	(53) (54) (55) (56)
13. Parents don't feed and clothe their children adequately.	(57)	(58)	(59)	(60) (61) (62) (63)
14. Teachers have low expectations for pupils' performance.	(64)	(65)	(66)	(67) (68) (69) (70)

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

SITUATION	Column 1 Prevalence of situations at your school (1-4) 1=does not occur 4=very prevalent	Column 2 Current level of competence (1-4) 1=unable to deal with situations 4=very competent	Column 3 Level of competence at beginning of Teacher Corps training (1-4) 1=unable to deal with situations 4=very competent	Column 4 Sources of competence (A-L) Refer to List
15. The administration is unresponsive to the instructional needs of the teachers.	(71)	(72)	(73)	(74) (75) (76) (77)
16. Corporal punishment is condoned in this school.	(8)	(9)	(10)	(11) (12) (13) (14)
17. The School Board is not representative of the community.	(15)	(16)	(17)	(18) (19) (20) (21)
18. Parents distrust and are hostile toward the school.	(22)	(23)	(24)	(25) (26) (27) (28)
19. Pupils are uninterested in school subjects.	(29)	(30)	(31)	(32) (33) (34) (35)
20. The school does not have enough equipment and supplies for varied programs.	(36)	(37)	(38)	(39) (40) (41) (42)
21. Pupils have difficulty thinking in abstract terms.	(43)	(44)	(45)	(46) (47) (48) (49)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

SITUATION	Column 1 Prevalence of situations at your school (1-4) 1=does not occur 4=very prevalent	Column 2 Current level of competence (1-4) 1=unable to deal with situations 4=very competent	Column 3 Level of competence at beginning of Teacher Corps training (1-4) 1=unable to deal with situations 4=very competent	Column 4 Sources of competence (A-L) Refer to List
22. Understanding and communication are lacking between myself and community members.	(50)	(51)	(52)	(53) (54) (55) (56)
23. The administration is committed to maintaining the status quo and is uninterested in implementing change in the schools.	(57)	(58)	(59)	(60) (61) (62) (63)
24. The physical plant is inadequate (e. g., not enough special facilities such as labs).	(64)	(65)	(66)	(67) (68) (69) (70)
25. Parents' dialect or language hinders pupils performance.	(71)	(72)	(73)	(74) (75) (76) (77)
26. There is not enough time to plan and develop curriculum.	(8)	(9)	(10)	(11) (12) (13) (14)
27. The administration provides insufficient support in the discipline of students.	(15)	(16)	(17)	(18) (19) (20) (21)
28. There is a great deal of pupil turnover in this school.	(22)	(23)	(24)	(25) (26) (27) (28)

SITUATION	Column 1 Prevalence of situations at your school (1-4) 1=does not occur 4=very prevalent	Column 2 Current level of competence (1-4) 1=unable to deal with situations 4=very competent	Column 3 Level of competence at beginning of Teacher Corps training (1-4) 1=unable to deal with situations 4=very competent	Column 4 Sources of competence (A-L) Refer to List	
29. The school's expectations with regard to behavior and manners are inconsistent with the students' backgrounds.	(29)	(30)	(31)	(32) (34)	(33) (35)
30. There is insufficient clerical support for teachers.	(36)	(37)	(38)	(39) (41)	(40) (42)
31. Parents are uninterested in their children's work at school.	(43)	(44)	(45)	(46) (48)	(47) (49)
32. Teachers are afraid of pupils.	(50)	(51)	(52)	(53) (55)	(54) (56)
33. Custodians are uncooperative.	(57)	(58)	(59)	(60) (62)	(61) (63)
34. There is no way for parents or community members to hold the administration or school board accountable for educational problems of their youngsters.	(64)	(65)	(66)	(67) (69)	(68) (0)
35. Teachers and pupils at this school have different values about "profanity," sex, and aggression.	(71)	(72)	(73)	(74) (6)	(75) (77)

Project Code (1,2)
Role Group (3,4)
Card Number (5,6)
Instrument Level ( )

SITUATION	Column 1 Prevalence of situations at your school (1-4) 1=does not occur 4=very prevalent	Column 2 Current level of competence (1-4) 1=unable to deal with situations 4=very competent	Column 3 Level of competence at beginning of Teacher Corps training (1-4) 1=unable to deal with situations 4=very competent	Column 4 Sources of competence (A-L) Refer to List
36. Pupils have language difficulties.	(8)	(9)	(10)	(11) (12) (13) (14)
37. School is in poor repair.	(15)	(16)	(17)	(18) (19) (20) (21)
38. Pupils often achieve below grade norm.	(22)	(23)	(24)	(25) (26) (27) (28)
39. Experienced teachers are unsupportive and uncooperative with new teachers.	(29)	(30)	(31)	(32) (33) (34) (35)
40. The administration does not provide adequate leadership for innovation.	(36)	(37)	(38)	(39) (40) (41) (42)
41. There are not enough medical services, such as doctors, dentists and psychologists available to students in this school.	(43)	(44)	(45)	(46) (47) (48) (49)
42. Teachers lack adequate preparation to teach in this school.	(50)	(51)	(52)	(53) (54) (55) (56)

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

SITUATION	Column 1 Prevalence of situations at your school (1-4) 1=does not occur 4=very prevalent	Column 2 Current level of competence (1-4) 1=unable to deal with situations 4=very competent	Column 3 Level of competence at beginning of Teacher Corps training (1-4) 1=unable to deal with situations 4=very competent	Column 4 Sources of competence (A-L) Refer to List
43. The school board does not communicate with parents or other community members.	(57)	(58)	(59)	(60) (61) (62) (63)
44. Teachers are prejudiced against pupils and parents.	(64)	(65)	(66)	(67) (68) (69) (70)
45. There are too many unnecessary rules in this school.	(71)	(72)	(73)	(74) (75) (76) (77)
46. There is inadequate space and equipment for a recreation program in this school.	(8)	(9)	(10)	(11) (12) (13) (14)
47. School rules demonstrate a lack of confidence in the students and are generally demeaning.	(15)	(16)	(17)	(18) (19) (20) (21)
48. The administration requires too much paperwork of teachers.	(22)	(23)	(24)	(25) (26) (27) (28)
49. Pupils steal from one another.	(29)	(30)	(31)	(32) (33) (34) (35)

SITUATION	Column 1 Prevalence of situations at your school (1-4) 1=does not occur 4=very prevalent	Column 2 Current level of competence (1-4) 1=unable to deal with situations 4=very competent	Column 3 Level of competence at beginning of Teacher Corps training (1-4) 1=unable to deal with situations 4=very competent	Column 4 Sources of competence (A-L) Refer to List	
50. There is low morale on this faculty.	(36)	(37)	(38)	(39) (41)	(40) (42)
51. Pupils are hostile and aggressive with one another.	(43)	(44)	(45)	(46) (48)	(47) (49)
52. Pupils have little confidence in their ability to achieve in this school.	(50)	(51)	(52)	(53) (55)	(54) (56)
53. The isolation of the school from the community deprives pupils of learning from resources within the community.	(57)	(58)	(59)	(60) (62)	(61) (63)
54. Teachers do not have enough time to plan their lessons or share ideas with one another.	(64)	(65)	(66)	(67) (69)	(68) (70)

Grade 0 1 2 3 4 5 6 7 8 9

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DIRECT CLASSROOM OBSERVATION GUIDE

Name of School

Grade Level

Teacher

Observer

Length of Time of Observer

OMB No. ____________________

Approval Expires: ______________

CRI - T. C. Form ______________

Project Code	(1,2)
Role Group	(3,4)
Card Number	(5,6)
Instrument Level	(7)

CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.

1. In terms of student responses, the lesson appears to be:

Too difficult	1	(8)
About right in terms of difficulty	2	
Too easy	3	

2. What is the level of involvement of most of the students?

High	1	(9)
Moderate	2	
Low	3	
None	4	
No opportunity to observe	5	

3. Students were informed of the goals of the lesson either at the beginning or during the lesson.

Yes	1	(10)
No	2	
No opportunity to observe	3	

4. During the observation period, were all children working on a common set of activities OR were different children working on different activities?

Common activities	1	(11)
Different activities for different children	2	
Both common activities and different activities for different children	3	

5. Who appears to have chosen the learning tasks?

Teacher set	1	(12)
Pupil set	2	
Shared	3	
No opportunity to observe	4	

6. For each statement listed below, place a check (✓) in the box that best typifies the intern's approach in the classroom.

	Always 1	Frequently 2	Seldom 3	Never 4	No Opportunity to Observe 5	
a. Intern dismisses students' responses rapidly without attending to it.						(13)
b. Intern accepts or uses the ideas of students, extending or further developing them through discussions.						(14)
c. Intern solicits students' ideas and opinions in class discussions.						(15)
d. Intern permits children to explore the room individually or in groups and choose their own activities.						(16)
e. Intern relies heavily on formal structures in the classroom and places much emphasis on rules and routine procedures.						(17)
f. Intern attends to classroom management and behavior control as contrasted to academic activities.						(18)

7. What is the ethnic composition of the classroom?

	Number of Pupils	
Black		(19, 20)
Chicano		(21, 22)
White		(23, 24)
Other (specify): ______________________		(25, 26)

7a. For each of the following teacher behaviors, indicate whether or not the intern favors certain groups of children (ethnic or sex groups). (IF THE INTERN DOES FAVOR A CERTAIN GROUP(S), PLACE A CHECK (✓) IN THE APPROPRIATE COLUMN. IF THE INTERN DOES NOT FAVOR ANY PARTICULAR ETHNIC OR SEX GROUP(S), PLACE A CHECK (✓) IN THE "NO FAVORITISM" COLUMN.)

	Sex		Ethnic Group				No Favoritism
	Male	Female	Black	White	Chicano	Other (Specify)	
1. Intern praises or says nice things about or to children.		(27)	(28)	(29)	(30)	(31)	(32)
2. Intern gives attention to or helps children.		(33)	(34)	(35)	(36)	(37)	(38)
3. Intern uses ideas or suggestions of children.		(39)	(40)	(41)	(42)	(43)	(44)
4. Intern criticizes or disciplines children.		(45)	(46)	(47)	(47)	(49)	(50)
5. Intern applies classroom rules or restrictions.		(51)	(52)	(53)	(54)	(55)	(56)
6. Intern recognizes (calls on) students in classroom activities.		(57)	(58)	(59)	(60)	(61)	(62)
7. Intern uses positive body contact with children.		(63)	(64)	(65)	(66)	(67)	(68)

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TEAM LEADER QUESTIONNAIRE II

Name of Team Leader: ______________________________

Name of Intern: ______________________________

Name of Cooperating School:

____

____
City State Zip

Did you begin working with this intern before October 1, 1973?

Yes 1
No 2

Date: ____________________

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Team Leader Questionnaire II

IN COMPLETING THIS QUESTIONNAIRE, PLEASE FOLLOW THESE GUIDELINES:

1. CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH QUESTION.
2. CIRCLE ONLY ONE NUMBER FOR EACH QUESTION UNLESS THE QUESTION INDICATES "CIRCLE AS MANY AS APPLY." PLEASE ANSWER EACH QUESTION UNLESS OTHERWISE DIRECTED.
3. PLEASE COMPLETE ONE QUESTIONNAIRE FOR EACH INTERN BEING RATED.

1. On the following scale, please rate the intern's overall ability to relate to and communicate with children in a classroom situation.

Very effective	1	(8)
Generally effective	2	
Not very effective	3	
Not at all effective	4	

1a. Are there any particular groups of children (i.e., ethnic, cultural, economic groups, etc.) that the intern is noticeably less able to relate to and communicate with?

Yes (GO TO 1b)	1	(9)
No (SKIP TO 2)	2	

1b. What particular groups of children?

____ (10)

____ (11)

____ (12)

____ (13)

____

2. For each statement listed below, place a check (✓) in the box that best typifies the intern's approach in the classroom.

	Always 1	Frequently 2	Seldom 3	Never 4	No Opportunity to Observe 5	
a. Intern diagnoses students' response rapidly without attending to it.						(14)
b. Intern accepts or uses the ideas of students, extending or further developing them through discussion.						(15)
c. Intern solicits students' ideas and opinions in class discussions.						(16)
d. Intern permits children to explore the room individually or in groups and choose their own activities.						(17)
e. Intern relies heavily on formal structures in the classroom and places much emphasis on rules and routine procedures.						(18)

3. How would you rate the intern's ability to involve parents in school and/or classroom activities?

Excellent	1	(19)
Good	2	
Fair	3	
Poor	4	

4. How would you rate the intern's ability to interact and communicate with parents?

Excellent	1	(20)
Good	2	
Fair	3	
Poor	4	

5. Please indicate by a check (✓) in the appropriate box, how effective the intern is in diagnosing the following:

		Very Effective	Generally Effective	Not Very Effective	Not at All Effective	
a.	Pupil's current level of skill or knowledge.					(21)
b.	Pupil's potential modes or rate of learning					(22)
c.	Pupil's interest or motivation					(23)
d.	Pupil's social development					(24)

6. How consistent is the intern in formulating specific learning objectives for classroom activities?

Very consistent	1	(25)
Generally consistent........	2	
Not very consistent	3	
Not at all consistent	4	

7. To what extent does the intern formulate different learning objectives for individual children?

To a great extent. 1 (26)
Somewhat. 2
Not very much 3
Not at all 4

8. How consistently does the intern's instructional plan attend directly to pre-planned objectives?

Very consistent 1 (27)
Generally consistent 2
Not very consistent 3
Not at all consistent 4

9. How much new curriculum content or materials has the intern introduced into the classroom?

A great deal 1 (28)
Some 2
Not very much 3
None 4

9a. Please describe the new curriculum content:

____ (29)
____ (30)
____ (31)
____ (32)
____ (33)

9b. Please describe the new curriculum materials:

____ (34)
____ (35)
____ (36)
____ (37)
____ (38)

10. For each statement listed below, place a check (✓) in the box that best typifies the behavior of the intern in problem-solving or decision-making situations with other teachers and school staff.

	Always 1	Frequently 2	Seldom 3	Never 4	No Opportunity to Observe 5	
a. Intern is actively involved and committed to the task at hand.						(39)
b. Intern is disagreeable and argumentative.						(40)
c. Intern is withdrawn and uninvolved.						(41)
d. Intern is open to the ideas of others and is not inflexible when presented with a reasonable alternative approach.						(42)
e. Intern develops and extends ideas through open discussion.						(43)

11. Are educational and recreational equipment and materials available to interns?

Yes (GO TO 11a)	1	(44)
No (SKIP TO 12)	2	

11a. To what degree does the intern utilize available school educational and recreational equipment and materials?

A great deal	1	(45)
Some	2	
Not very much	3	
None	4	

12. Are special school personnel (i.e., reading specialists, school health personnel, etc.) available to interns?

Yes (GO TO 12a)	1	(46)
No (SKIP TO 13)	2	

12a. To what degree does the intern utilize special school personnel (i.e., reading specialists, school health personnel, etc.)?

A great deal	1	(47)
Some	2	
Not very much	3	
None	4	

13. Are community facilities such as parks, libraries, etc. available to interns?

Yes (GO TO 13a)	1	(48)
No (SKIP TO 14)	2	

13a. To what degree does the intern utilize available community facilities such as parks, libraries, etc., in connection with his classroom teaching activities?

A great deal	1	(49)
Some	2	
Not very much	3	
None	4	

14. Are community resource persons and groups, service agencies and organizations available to interns?

Yes (GO TO 14a) 1 (50)
No (SKIP TO END) 2

14a. To what degree does the intern utilize available community resource persons and groups, service agencies and organizations?

A great deal 1 (51)
Some 2
Not very much 3
None 4

Thank you for your time and cooperation.

S ___ ___ ___

C ___ ___

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INTERN ACTIVITY LOG

Name of Intern: ________________

Name of Interviewer: ________________

Name of University: ________________

Date: ________________

OMB No. ________________

Approval Expires: ________________

CRI - T.C. Form ________________

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

INTERN LOG OF WEEKLY ACTIVITIES

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

MONDAY				TUESDAY				WEDNESDAY			
Time		Activity	Strategy	From	To	Activity	Strategy	From	To	Activity	Strategy
From	To										
	(8, 9)	(10, 11)	(12)		(8, 9)	(10, 11)	(12)		(8, 9)	(10, 11)	(12)
	(13, 14)	(15, 16)	(17)		(13, 14)	(15, 16)	(17)		(13, 14)	(15, 16)	(17)
	(18, 19)	(20, 21)	(22)		(18, 19)	(20, 21)	(22)		(18, 19)	(20, 21)	(22)
	(23, 24)	(25, 26)	(27)		(23, 24)	(25, 26)	(27)		(23, 24)	(25, 26)	(27)
	(28, 29)	(30, 31)	(32)		(28, 29)	(30, 31)	(32)		(28, 29)	(30, 31)	(32)
	(33, 34)	(35, 36)	(37)		(33, 34)	(35, 36)	(37)		(33, 34)	(35, 36)	(37)
	(38, 39)	(40, 41)	(42)		(38, 39)	(40, 41)	(42)		(38, 39)	(40, 41)	(42)
	(43, 44)	(45, 46)	(47)		(43, 44)	(45, 46)	(47)		(43, 44)	(45, 46)	(47)
	(48, 49)	(50, 51)	(52)		(48, 49)	(50, 51)	(52)		(48, 49)	(50, 51)	(52)
	(53, 54)	(55, 56)	(57)		(53, 54)	(55, 56)	(57)		(53, 54)	(55, 56)	(57)
	(58, 59)	(60, 61)	(62)		(58, 59)	(60, 61)	(62)		(58, 59)	(60, 61)	(62)

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

INTERN LOG OF WEEKLY ACTIVITIES

Project Code (1, 2)
Role Group (3, 4)
Card Number (5, 6)
Instrument Level (7)

THURSDAY				FRIDAY				SATURDAY OR SUNDAY			
Time From	Time To	Activity	Strategy	From	To	Activity	Strategy	From	To	Activity	Strategy
	(8,9)	(10, 11)	(12)		(8, 9)	(10, 11)	(12)		(8, 9)	(10, 11)	(12)
	(13,14)	(15, 16)	(17)		(13,14)	(15, 16)	(17)		(13,14)	(15, 16)	(17)
	(18,19)	(20, 21)	(22)		(18,19)	(20, 21)	(22)		(18,19)	(20, 21)	(22)
	(23,24)	(25, 26)	(27)		(23,24)	(25, 26)	(27)		(23,24)	(25, 26)	(27)
	(28,29)	(30, 31)	(32)		(28,29)	(30, 31)	(32)		(28,29)	(30, 31)	(32)
	(33,34)	(35, 36)	(37)		(33,34)	(35, 36)	(37)		(33,34)	(35, 36)	(37)
	(38,39)	(40, 41)	(42)		(38,39)	(40, 41)	(42)		(38,39)	(40, 41)	(42)
	(43,44)	(45, 46)	(47)		(43,44)	(45, 46)	(47)		(43,44)	(45, 46)	(47)
	(48,49)	(50, 51)	(52)		(48,49)	(50, 51)	(52)		(48,49)	(50, 51)	(52)
	(53,54)	(55, 56)	(57)		(53,54)	(55, 56)	(57)		(53,54)	(55, 56)	(57)
	(58,59)	(60,61)	(62)		(58,59)	(60, 61)	(62)		(58,59)	(60, 61)	(62)

___ ___ ___ ___ ___ ___

S ___ ___ ___

C ___ ___

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INTERN RECONSTRUCTION INTERVIEW SCHEDULE

Name of Intern: ______________________

Name of Project: ______________________

Name of Interviewer: ______________________

Date: ______________________

OMB No. ______________________

Approval Expires: ______________________

CRI - T. C. Form ______________________

INSTRUCTIONS TO INTERVIEWER
FOR INTERN RECONSTRUCTION SCHEDULE

1. Tell the intern why this information is important. Explain that we need to have a picture of an intern's activities over a week's time, to get an idea of what he spends most time on and how much time he spends.

2. Ask the intern to code the specific activities of the previous week, rather than a "typical" week. Advise him that exceptions to this should be made only in cases in which the week's activities were highly atypical, e.g., he was sick all week, or he missed two days' work because of an institute or special program. In such a case, ask him to list the specific activities of the week prior to last week. Where there is a question of what constitutes an exception, help him to make the decision.

3. Outline the sequence of activities of this interview, as follows:

   a. Intern fills out the activity chart.

   b. Interviewer talks to intern about the activities listed on the chart, asking a few questions that will provide more information on some activities to give us a clearer understanding of the different tasks that are part of an interns schedule.

      Intern is encouraged to describe the activities carefully and openly; intern is reminded that he will not be judged on his responses and that a realistic description of the intern's work activities is important to the study.

4. Give the intern his Activity Log, together with the sample, and show him how to fill in the Log. Explain the "activity" and "instructional strategy" codes and point out the "other" code in each of the "activity" categories. Show him the sample and ask him if he understands the procedure. If necessary, help him to fill in part of a day's activities, to make sure that the process is clear.

5. Ask the intern if he has any questions.

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

Intern Reconstruction Interview Schedule

QUESTIONS 1-4 IN THE FOLLOWING SECTION REQUIRE THAT YOU AND THE INTERN EXPLORE THREE SPECIFIC LESSONS AS FOLLOWS:

1. STARTING WITH MONDAY MORNING, COUNT EACH ACTIVITY WHICH HAS BEEN CODED 1-7 UNTIL YOU REACH THE 3RD SUCH ACTIVITY. POINTING TO THIS ACTIVITY, ASK QUESTIONS 1-4 ABOUT THIS ACTIVITY.
2. STARTING WITH TUESDAY NOON REPEAT USING THE 2ND ACTIVITY WHICH HAS BEEN CODED 1-7.
3. STARTING WITH THURSDAY MORNING REPEAT USING THE 1ST ACTIVITY WHICH HAS BEEN CODED 1-7.

1. Did you have any objectives in mind for this lesson? (INTERVIEWER: REFER TO AN ACTIVITY ON RECONSTRUCTION LOG.) (CIRCLE THE APPROPRIATE ANSWER FOR EACH LESSON.) (IF NO, SKIP TO 2)

	Lesson 1	Lesson 2	Lesson 3	(8) (9) (10)
Yes (GO TO 1a)	1	1	1	
No (SKIP TO 2)	2	2	2	

1a. What were they? (INTERVIEWER: PROBE FOR THE LIST BELOW. CIRCLE ALL THAT APPLY.)

	Lesson 1	Lesson 2	Lesson 3	
1. Intern states activities as goals	1	1	1	(11) (14) (17)
2. Intern states goals	2	2	2	(12) (15) (18)
3. Intern states specific learning objectives	3	3	3	(13) (16) (19)

(Record intern's comments):

2. For this lesson were you:

	Lesson 1	Lesson 2	Lesson 3	
a. The only intern in the classroom?	1	1	1	(20) (21) (22)
b. Teaching on a team?	2	2	2	

3. Did you plan this lesson:

		Lesson 1	Lesson 2	Lesson 3	
	a. Alone (GO TO 3a)	1	1	1	(23) (24) (25)
	b. On a team (GO TO 3a)	2	2	2	
or	c. Was it planned by someone else (SKIP TO 4)	3	3	3	

3a. What stimulated your ideas for this lesson?

Lesson 1: ____________________ (26) (27) (28) (29) (30)

____

____

Lesson 2: ____________________ (31) (32) (33) (34) (35)

____

____

____

Lesson 3: ____________________ (36) (37) (38) (39) (40)

____

____

____

---

4. Was this lesson part of a unit of instruction:

	Lesson	Lesson 2	Lesson 3	
a. Lasting 3 or more days	1	1	1	(41) (42) (43)
b. Completed in 1 or 2 days	2	2	2	

5. In this lesson, were the students:

	Lesson 1	Lesson 2	Lesson 3	
a. All working together (SKIP TO 7)	1	1	1	(44) (45) (46)
b. Broken up into 2 or more groups (GO TO 6)	2	2	2	
c. Working individually (GO TO 6)	3	3	3	

6. Did the children:

	Lesson 1	Lesson 2	Lesson 3	
a. Choose the activities themselves (GO TO 6a) or	1	1	1	(47) (48) (49)
b. Did you assign the activity to them (TO TO 6b)	2	2	2	

6a. Did the children choose from:

	Lesson 1	Lesson 2	Lesson 3	
1. 3 or less activities	1	1	1	(50) (51) (52)
2. 4 or more activities (GO TO 7)	2	2	2	

6b. Were the children assigned activities:

	Lesson 1	Lesson 2	Lesson 3
1. By random choice	1	1	1
2. By set skill ability groups	2	2	2
3. By groups for reasons of discipline	3	3	3

(53) (54) (55)

7. Did this lesson seek to develop certain skills?

	Lesson 1	Lesson 2	Lesson 3
a. Yes (GO TO 7a)	1	1	1
b. No (SKIP TO 8)	2	2	2

(56) (57) (58)

7a. What were the skills?

Lesson 1: ________________________________ (59)
(60)
________________________________ (61)
(62)
________________________________ (63)

Lesson 2: ________________________________ (64)
(65)
________________________________ (66)
(67)
________________________________ (68)

Lesson 3: ________________________________ (69)
(70)
________________________________ (71)
(72)
________________________________ (73)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

8. How did you know the students did not already have the information (or skills) taught by this lesson?

Lesson 1: ________________________________ (74) (75) (76) (77) (8)

Lesson 2: ________________________________ (9) (10) (11) (12) (13)

Lesson 3: ________________________________ (14) (15) (16) (17) (18)

9. Did you evaluate how students did on this lesson?

Yes (GO TO 9a) 1 (19)
No (GO TO 10).................. 2

9a. How did you do this evaluation? (INTERVIEWER, CIRCLE ALL THAT APPLY.)

		Lesson 1	Lesson 2	Lesson 3	
1.	Assessment of pupil's verbal behavior	1	1	1	(20) (26) (32)
2.	Assessment of pupil's written work	1	1	1	(21) (27) (33)
3.	Administered teacher-made test	1	1	1	(22) (28) (34)
4.	Administered test from text or workbook	1	1	1	(23) (29) (35)
5.	Reviewed other teacher or counselor recommendations	1	1	1	(24) (30) (36)
6.	Other (Specify) ________________	1	1	1	(25) (31) (37)

Comments:

10. Now I want to ask you about the kinds of choices pupils are allowed to make in your classroom. (INTERVIEWER READ THE FOLLOWING LIST OF CHOICES AND ASK HOW OFTEN THEY OCCUR.)

What kinds of choices do your pupils have?	Pupils almost always have a choice 1	Pupils generally have a choice 2	Pupils occasionally have a choice 3	Pupils never have a choice 4	
a. To what extent can they choose subject matter					(38)
b. To what extent can they choose the learning activity					(39)
c. To what extent can they choose time for beginning and completing work					(40)
d. To what extent can they choose to work alone or in a group					(41)

10a. What procedures must pupils follow to indicate their choices?

a. about what they study: ______________________ (42)

______________________ (43)

______________________ (44)

b. about how they study: ______________________ (45)

______________________ (46)

______________________ (47)

11. (INTERVIEWER: POINT TO THE ACTIVITY CHART)
For any of these lessons, were you using instructional materials which you yourself developed?

Yes (GO TO 11a) 1 (48)
No (GO TO 12) 2

11a. If yes, what was its content? (PROBE FOR SUBJECT MATTER AND TYPE OF MATERIAL, E.G. BOOKS, SLIDES, AUDIO TAPE.)

(49)
(50)
(51)
(52)
(53)

11b. How was it utilized in the classroom?

(54)
(55)
(56)
(57)
(58)

12. Have you used previously prepared instructional materials that you introduced to the school?

Yes (GO TO 12a) 1 (59)
No (GO TO 13) 2

12a. Please describe these materials: (PROBE FOR SUBJECT MATTER AND TYPE OF MATERIAL, E.G. BOOKS, SLIDES, AUDIO TAPE.)

(60)
(61)
(62)
(63)
(64)

12b. How were they utilized in the classroom?

(65)
(66)
(67)
(68)
(69)

Project Code	(1, 2)
Role Group	(3, 4)
Card Number	(5, 6)
Instrument Level	(7)

13. Now I would like to ask you about how often you have met with parents over this school year. (READ THE FOLLOWING LIST OF CONTACTS AND ASK HOW OFTEN THEY OCCURRED. FOR EACH, ASK WHETHER PARENT OR INTERN INITIATED CONTACT.)

Contacts	Frequency			Parent Initiated	Intern Initiated
	1-2 Times	3 or More	None		
School visit (openhouse, PTA meeting, etc.)			(70)		(71)
Classroom visit			(72)		(73)
Telephone conversation			(74)		(75)
Teacher-parent conference			(76)		(8)
Home visit			(9)		(10)
After school or weekend activity (recreation, field trips)			(11)		(12)

14. Have you been able to utilize community resources in your teaching? (CHECK (✓) YES OR NO FOR EACH ITEM.)

		YES	NO	
a.	Social services agencies-probation, welfare, police, etc.			(13)
b.	Business enterprises-stores, industry, restaurants, etc.			(14)
c.	Medical professionals-doctors, dentists, mental health			(15)
d.	Other (Specify) ________________			(16)

14. How were they used in the classroom? (17)

9

(18)
(19)
(20)
(21)

15. Do you know the parents of your pupils? For example, would you say you know all of the parents of your pupils, most of the parents, some of the parents, a few of the parents, or none of the parents?

All 1 (22)
Most 2
Some 3
None 4

BEST COPY AVAILABLE

INSTITUTIONAL CHANGE
INSTRUMENT

S __ __ __

C __ __

FOR CRI USE ONLY.

INSTITUTIONAL CHANGE INTERVIEW
PROJECT DIRECTOR FORM

Name of Director: ____________________

Name of Project: ____________________

Name of Interviewer: ____________________

Date: ____________________

OMB No. ____________________

Approval Expires: ____________________

CRI - T.C. Form ____________________

The following are the cards that will be used for the Institutional Change Interview Schedule.

CARD "A"

1. Identify teaching skills and attitudes which student teachers must demonstrate.
2. Use of modules
3. Use of feedback training
4. Reorganization of courses to relate to teaching skills

DEGREES OF IMPLEMENTATION

Advanced implementation
Partial implementation
In planning stage
Not being considered

CARD "B"

1. Student teachers share in decisions about the kind of training they receive.
2. Attention to personal growth and needs.
3. Consideration is given to different learner rates and styles.

DEGREES OF IMPLEMENTATION

Advanced implementation
Partial implementation
In planning stage
Not being considered

CARD "C"

1. Courses taught in school setting
2. University courses are designed to relate to practicum experience
3. University courses relate to minority education
4. University professors work on public school curriculum

DEGREES OF IMPLEMENTATION

Advanced implementation
Partial implementation
In planning stage
Not being considered

CARD "D"

1. Explicit criteria for evaluation is stated
2. Extablished procedures to collect data

DEGREES OF IMPLEMENTATION

Advanced implementation
Partial implementation
In planning stage
Not being considered

CARD "E"

1. Common goals are stated
2. On-going communication procedures exist

DEGREES OF IMPLEMENTATION

Advanced implementation
Partial implementation
In planning stage
Not being considered

Section 1

1. Have you attempted to bring about change in the regular elementary teacher training program at your University?

Yes (GO TO 1a.) 1

No (SKIP TO SECTION 2). 2

1a. What kinds of plans did you have for long range change?

____

____

____

1b. What kinds of plans did you have for short range change?

____

____

____

2. Have you had any successes, either intentional or accidental, in bringing about change in the regular elementary teacher training program?

Yes (GO TO 2a.). 1

No (SKIP TO SECTION 2) 2

2a. We are interested in the kinds of successes you have had with people, programs and the administrative structure. Would you please describe them?

Persons (PROFESSORS, TYPES OF STUDENTS SELECTED):

____

____

____

Programs: ____

____

____

Administrative Structure: ____________________________

____

____

Section 2

Now I would like to explore with you some components or elements that are sometimes part of teacher training programs. I would like to know for each component or element, 1) whether it is part of the university's regular teacher training program, and If It Is Part Of The Regular Program, 2) has the Teacher Corps program played a role in or influenced its implementation.

(HAND RESPONDENT CARDS: (1) ASK RESPONDENT TO JUDGE DEGREE OF IMPLEMENTATION FOR EACH CATEGORY ON THE CARD AND READ HIM POSSIBLE RESPONSES. (2) ASK IF TEACHER CORPS HAD AN INFLUENCE ON THE IMPLEMENTATION. (3) ASK FOR THE MAJOR FACTORS LEADING UP TO THE IMPLEMENTATION).

A. Lets start with Card "A". To what extent have the listed teacher training techniques been implemented in the regular elementary teacher training program at your university?

	Regular Elementary Teacher Training Program Features	Teacher Corps Influence or Impact
1.	Identify teaching skills and attitudes which student teachers must demonstrate advanced implementation... 1 (go to 1a) partial implementation .... 2 (go to 1a) in planning stage .... 3 (go to 1a) not being considered....... 4 (skip to 2)	1a. Influence? Yes... 1 No ... 2 1b. Major factors? ________ ________ ________ ________ ________ ________
2.	Use of modules advanced implementation... 1 (go to 2a) partial implementation .... 2 (go to 2a) in planning stages .... 3 (go to 2a) not being considered ..... 4 (skip to 3)	2a. Influence? Yes... 1 No ... 2 2b. Major factors? ________ ________ ________ ________ ________ ________

3. Use of feedback training

advanced implementation . . . 1
(go to 3a)

partial implementation 2
(go to 3a)

in planning stage 3
(go to 3a)

not being considered 4
(skip to 4)

3a. Influence?

Yes . . . 1
No. . . . 2

3b. Major factors?

---

4. Reorganization of courses to relate to teaching skills

advanced implementation . . 1
(go to 4a)

partial implementation 2
(go to 4a)

in planning stage 3
(go to 4a)

not being considered. 4
(skip to B)

4a. Influence?

Yes. . . 1
No . . . 2

4b. Major factors?

B. Lets look at Card B. To what extent has the regular elementary teacher training program been personalized in the ways listed on the card?

Regular Elementary Teacher Training Program Features	Teacher Corps Influence or Impact
1. Student teachers share in decisions about the kind of training they receive advanced implementation . . . 1 (go to 1a) partial implementation . . . . 2 (go to 1a) in planning stage . . . . 3 (go to 1a) not being considered . . . . . . 4 (skip to 2)	1a. Influence? Yes . . . 1 No . . . . 2 1b. Major factors?

2.	University courses are designed to practicum experience advanced implementation . . . 1 (go to 2a) partial implementation . . . . 2 (go to 2a) in planning stage . . . . 3 (go to 2a) not being considered . . . . . . 4 (skip to 3)	2a. Influence? Yes . . . 1 No . . . 2 2b. Major factors? ____________________ ____________________ ____________________ ____________________ ____________________ ____________________
3.	University courses relate to minority education advanced implementation . . . 1 (go to 3a) partial implementation . . . . . 2 (go to 3a) in planning stage . . . . 3 (go to 3a) not being considered . . . . . . 4 (skip to 4)	3a. Influence? Yes . . . 1 No . . . 2 3b. Major factors? ____________________ ____________________ ____________________ ____________________ ____________________
4.	University professors work on public school curriculum advanced implementation . . . 1 (go to 4a) partial implementation . . . . 2 (go to 4a) in planning stage . . . . 3 (go to 4a) not being considered . . . . . . 4 (skip to D)	4a. Influence? Yes 1 No 2 4b. Major factors? ____________________ ____________________ ____________________ ____________________ ____________________ ____________________

2. Attention to personal growth and needs	2a. Influence?
advanced implementation. . . 1 (go to 2a)	Yes . . . 1
partial implementation . . . . 2 (go to 2a)	No . . . 2
in planning stage . . . . 3 (go to 2a)	2b. Major factors?
not being considered . . . . . . 4 (skip to 3)	
3. Consideration is given to different learner rates and styles	3a. Influence?
advanced implementation . . . 1 (go to 3a)	Yes . . . 1
partial implementation . . . . . 2 (go to 3a)	No . . . 2
in planning stage. . . . . 3 (go to 3a)	3b. Major factors?
not being considered . . . . . 4 (skip to C)	

C. Lets go to Card "C". To what extent has the regular elementary teacher training program become school-based?

Regular Elementary Teacher Training Program Features	Teacher Corps Influence or Impact
1. Courses taught in school setting	1a. Influence?
advanced implementation . . . 1 (go to 1a)	Yes . . . 1
partial implementation . . . . 2 (go to 1a)	No 2
in planning stage . . . . 3 (go to 1a)	1b. Major factors?
not being considered. . . . . . 4 (skip to 2)	

D. Lets go to Card "D". To what extent has the regular elementary teacher training program developed a system for evaluating a student's teaching performance?

Regular Elementary Teacher Training Program Features	Teacher Corps Influence or Impact
1. Explicit criteria for evaluation is stated Advanced implementation (GO TO 1a) . . . . 1 Partial implementation (GO TO 1a) . . . . 2 In planning stage (GO TO 1a) . . . . 3 Not being considered (SKIP TO 2). 4	1a. Influence? Yes. . . . . . . 1 No. . . . . 2 1b. Major factors? ________ ________ ________ ________
2. Established procedures to collect data Advanced implementation (GO TO 2a) . . . . 1 Partial implementation (GO TO 2a) . . . . 2 In planning stage (GO TO 2a) . . . . 3 Not being considered (SKIP TO "E") 4	2a. Influence? Yes. . . . . . . 1 No. . . . . 2 2b. Major factors? ________ ________ ________ ________

E. Lets go to Card "E". To what extent do courses in the regular teacher training program relate to each other in the ways listed on the card?

Regular Elementary Teacher Training Program Features	Teacher Corps Influence or Impact
1. Common goals are stated Advanced implementation (GO TO 1a) .... 1 Partial implementation (GO TO 1a) .... 2 In planning stage (GO TO 1a) .... 3 Not being considered (SKIP TO 2)................ 4	1a. Influence? Yes....... 1 No .... 2 1b. Major factors? ________________ ________________ ________________ ________________
2. On-going communication procedures exist Advanced implementation (GO TO 2a) .... 1 Partial implementation (GO TO 2a) .... 2 In planning stage (GO TO 2a) .... 3 Not being considered (SKIP TO "F") 4	2a. Influence? Yes....... 1 No........ 2 2b. Major factors? ________________ ________________ ________________ ________________

F. Do you feel there are any particular reasons for the Teacher Corps program's success or failure in bringing about these changes?

____

____

G. Is there anything else you would like to comment on?

____

____

____

____

____